
FINAL REPORT

OF

THE COMMISSIONERS.

Presented to both Houses of Parliament by Command of His Majesty.



DUBLIN:

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1903.

ROYAL COMMISSION ON UNIVERSITY EDUCATION IN IRELAND.

FINAL REPORT.

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WARRANT APPOINTING THE COMMISSION.

SECRETARY OF STATE,
HOME DEPARTMENT.

EDWARD R.

EDWARD the SEVENTH, by the Grace of God, of the United Kingdom of Great Britain and Ireland King, Defender of the Faith,

To Our Right Trusty and Well-beloved Councillor JAMES PATRICK BANNERMAN, Baron ROBERTSON, one of the Lords of Appeal in Ordinary, (Chairman),

Our Right Trusty and Well-beloved Cousin and Councillor MATTHEW WHITE, Viscount RIDLEY,

Our Trusty and Well-beloved the Most Reverend JOHN HEALY, Doctor in Divinity, Senator of the Royal University of Ireland,

Our Right Trusty and Well-beloved Councillor DODGSON HAMILTON MADDEN, one of the Justices of Our High Court of Justice in Ireland, and

Our Trusty and Well-beloved Sir RICHARD CLAVERHOUSE JERS, Doctor in Letters, Honorary Doctor of Civil Law of Our University of Oxford, Regius Professor of Greek in Our University of Cambridge;

SAMUEL HENRY BUTCHER, Esquire, late Fellow of Trinity College, Cambridge, Fellow of University College, Oxford, and Professor of Greek in the Edinburgh University;

JAMES ALFRED EWING, Esquire, Professor of Mechanism and Applied Mechanics in Our University of Cambridge;

JOHN RHY'S, Esquire, Master of Arts, Professor of Celtic in Our University of Oxford, and Principal of Jesus College, Oxford;

ARTHUR WILLIAM RÜCKER, Esquire, Fellow and late Secretary of the Royal Society, Professor of Physics at the Royal College of Science, London;

JAMES LORRAIN SMITH, Esquire, Lecturer on Pathology and Bacteriology in the Queen's College, Belfast;

WILLIAM JOSEPH MYLES STARKIE, Esquire, Senator of the Royal University of Ireland, Resident Commissioner of National Education in Ireland; and

WILFRID WARD, Esquire, late Examiner in Mental and Moral Science at the Royal University of Ireland.

WHEREAS We have deemed it expedient that a Commission should forthwith issue to inquire into the present condition of the higher, general and technical education available in Ireland outside Trinity College, Dublin, and to report as to what reforms, if any, are desirable in order to render that education adequate to the needs of the Irish People.

NOW KNOW YE that We, reposing great trust and confidence in your knowledge and ability, have nominated, constituted and appointed, and do by these Presents nominate, constitute and appoint you the said JAMES PATRICK BANNERMAN, Baron ROBERTSON; MATTHEW WHITE, Viscount RIDLEY; JOHN HEALY; DODGSON HAMILTON MADDEN; Sir RICHARD CLAVERHOUSE JERS; SAMUEL HENRY BUTCHER; JAMES ALFRED EWING; JOHN RHY'S; ARTHUR WILLIAM RÜCKER; JAMES LORRAIN SMITH; WILLIAM JOSEPH MYLES STARKIE; and WILFRID WARD; to be Our Commissioners for the purposes of the said Inquiry:

And for the better effecting the purposes of this Our Commission, We do by these Presents give and grant unto you, or any three or more of you, full power to call before you such persons as you shall judge likely to afford you any information upon the subject of this Our Commission; and also to call for, have access to, and examine all such books, documents, registers and records, as may afford you the fullest information on the subject; and to inquire of and concerning the premises by all other lawful ways and means whatsoever.

ROYAL COMMISSION

TO INQUIRE INTO THE PRESENT CONDITION OF THE HIGHER, GENERAL AND TECHNICAL EDUCATION AVAILABLE IN IRELAND OUTSIDE TRINITY COLLEGE, DUBLIN.

And We do by these Presents authorize and empower you, or any three or more of you, to visit and personally inspect such places as you may deem it expedient so to inspect for the more effectual carrying out of the purposes aforesaid, and to employ such persons as you may think fit to assist you in conducting any inquiry which you may hold.

And We do by these Presents will and ordain that this, Our Commission, shall continue in full force and virtue, and that you Our said Commissioners, or any three or more of you, may from time to time, proceed in the execution thereof and of every matter and thing therein contained, although the same be not continued from time to time by adjournment.

And We do further ordain that you, or any three or more of you, have liberty to report your proceedings under this Our Commission from time to time, if you shall judge it expedient so to do.

And Our further Will and Pleasure is that you do, with as little delay as possible, report to Us under your hands and seals or under the hands and seals of any three or more of you, your opinion upon the matters herein submitted for your consideration.

Given at Our Court at Saint James's the First day of July, 1901;
in the First year of Our Reign.

By His Majesty's Command,
CHAS. T. RITCHIE.

FURTHER WARRANT.

SECRETARY OF STATE,
HOME DEPARTMENT.

EDWARD R.

EDWARD the SEVENTH, by the Grace of God, of the United Kingdom of Great Britain and Ireland King, Defender of the Faith,

To Our Trusty and Well-beloved ROBERT HENRY FREDERIC DICKEY, Doctor in Divinity, Professor of Oriental Literature at the Magee College, Londonderry, Greeting:

WHEREAS We did by Warrant under Our Royal Sign Manual bearing date the First day of July instant, appoint Our Right Trusty and Well-beloved Councillor JAMES PATRICK BANNERMAN, Baron ROBERTSON, one of the Lords of Appeal in Ordinary; Our Right Trusty and Well-beloved Cousin and Councillor MATTHEW WHITE Viscount RADLEY, and the several gentlemen therein mentioned or any three or more of them to inquire into the present condition of the higher, general and technical education available in Ireland outside Trinity College, Dublin, and to report as to what reforms, if any, are desirable in order to render that education adequate to the needs of the Irish people:

AND WHEREAS one of the Commissioners so appointed namely Our Trusty and Well-beloved ARTHUR WILLIAM RÜCKER, Esquire, Fellow and late Secretary of the Royal Society, Professor of Physics at the Royal College of Science, London, hath humbly tendered unto Us his resignation of his appointment as one of Our said Commissioners:

NOW KNOW YE that We, reposing great confidence in you, do, by these Presents, appoint you the said ROBERT HENRY FREDERIC DICKEY to be one of Our Commissioners for the purpose aforesaid in the room of the said ARTHUR WILLIAM RÜCKER, resigned, in addition to and together with the other Commissioners whom We have already appointed.

Given at Our Court at St. James's the Twenty-third day of July,
1901; in the First year of Our Reign.

By His Majesty's Command,
CHAS. T. RITCHIE.

THE REVEREND ROBERT HENRY FREDERIC DICKEY, D.D., TO BE A MEMBER OF THE ROYAL COMMISSION ON UNIVERSITY EDUCATION IN IRELAND.

Royal Commission on University Education in Ireland.

FINAL REPORT.

TO THE KING'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

We the undersigned Commissioners appointed "to inquire into the present condition of the higher, general and technical education available in Ireland outside Trinity College, Dublin, and to report as to what reforms, if any, are desirable in order to render that education adequate to the needs of the Irish people," humbly submit to Your Majesty our Final Report on the subject of our inquiry.

The Warrant by which Your Majesty was pleased to appoint the Commission was issued on 1st July, 1901; and our first meeting, at which the general lines of our procedure were arranged, was held in London on the 10th of that month. Soon after our first meeting the appointment of Professor Rucker to be Principal of the University of London, rendered it impracticable for him to retain his position as a member of the Commission, and by Warrant, dated 23rd July, 1901, Your Majesty was pleased to appoint Reverend Professor R. H. F. Dickey, of Magee College, Londonderry, to be a member of the Commission in his stead.

During the course of our inquiry we held thirty-six sittings for taking evidence, and we examined 147 witnesses. In addition to seeking the assistance of those persons whose positions in the Royal University of Ireland, or in the Colleges connected with that University, or in other institutions engaged in the work of higher education, entitled their views to special consideration, we invited evidence from representatives of all those bodies whose interests were likely to be affected by the result of our inquiry. Amongst those who were thus requested to give oral evidence were the following:—Members of the Episcopates of the Roman Catholic Church and of the disestablished Church of Ireland, as well as prominent lay members of these Churches; representatives of the General Assembly of the Presbyterian Church in Ireland, and other members of that Church; representative members of the Methodist Church; some prominent members of Parliament of various politics, representing Irish constituencies; representatives of the Grand Orange Lodge of Ireland; members of the Intermediate Education Board for Ireland, and of the National Education Board in Ireland; and representatives of the Associations of Head Masters of Secondary Schools. Some of those who found it impossible to attend before the Commission sent us written statements of their views on the subject of our inquiry, and these are printed in the Appendices to our Reports. Some declined to give evidence because they considered the principal question involved to be a political one, and they desired to reserve for Parliament the expression of their opinion.

Before entering upon the examination of witnesses we decided that the sittings for evidence should not be open to the Public or to the Press, but that steps should be taken to secure the publication, at as frequent intervals as practicable during the course of the inquiry, of verbatim reports of the evidence submitted to the Commission.

Introductions.
—
Proceedings of
the Commission

Evidence.

Introduction.

First sittings.

Our first sittings for evidence were held in Dublin in September, 1901. The evidence taken at these sittings deals mainly with the question of the requirements of the Roman Catholic population of Ireland as regards University education. The witnesses who gave evidence on this subject include two Bishops of the Roman Catholic Church in Ireland, the Presidents of the three Queen's Colleges, of University College, Dublin, and of the Magee Presbyterian College, Londonderry, and a number of other important witnesses, mostly laymen, who are members of the Senate of the Royal University of Ireland. The Secretaries of the Royal University gave evidence with reference to that institution, and some witnesses were examined on the subject of the higher education of women. The evidence taken during these sittings was published in November, 1901, as an Appendix to our First Report.

First Report.

Evidence on technical education.

In November, 1901 we held meetings in Dublin for the purpose of taking evidence on the subject of higher technical education in relation to University education. At these meetings we examined the Secretary and two Assistant Secretaries of the Department of Agriculture and Technical Instruction for Ireland, and a number of other witnesses, who gave us information regarding the needs of Ireland in the matter of higher technical education and the means of co-ordinating technical education and University education. We also heard the evidence of witnesses who were qualified to give us information as to the relations existing between University institutions and schools of technology in Edinburgh, Glasgow, Liverpool, Manchester, Durham, and Leeds. At our meetings held in the following month this evidence was supplemented by witnesses from London and Bristol.

Second Report.

Visit to the Queen's Colleges.

Our third series of sittings took place in London in December of the same year. On this occasion we examined members of the University of Wales, of the new University of Birmingham, and of the reorganised University of London; and we also received evidence from two representatives of the Roman Catholic University of Louvain in Belgium. At these sittings an important addition to the evidence already laid before us on the general question of University education in Ireland was contributed by witnesses who held, or who have held, high positions in connection with education in Ireland, and who have had wide experience of Irish educational needs. The evidence taken at our second and third series of sittings was published in February, 1902, as an Appendix to our Second Report.

Evidence at Belfast.

We devoted the first fortnight of April, 1902, to visiting the Queen's Colleges at Belfast, Galway, and Cork, and the Magee Presbyterian College at Londonderry. At each of these Colleges we inspected the buildings and general equipment, and took the evidence of the President, Registrar, and several of the Professors. Among the witnesses examined at Belfast and Cork were some persons not connected with the Colleges, who found it convenient to give their evidence at these centres. We also received at Belfast, Galway, and Cork, memorials and resolutions from deputations representing various public bodies and societies.

The evidence taken at Belfast is of special interest. In addition to the President and a large number of the Professors of the Queen's College, who furnished us with full statements as to the needs and possibilities of that institution, we examined witnesses representing the views of all the more important classes in the North of Ireland. The Committee on Higher Education of the General Assembly of the Presbyterian Church was officially represented before us. We also heard the evidence of representatives of the Chamber of Commerce, of the Technical Education Committee of the Borough, of the Royal University Graduates' Association, and of the larger Colleges for Women in Ulster. The Principals of some secondary schools and other educational institutions in Belfast were also examined, as well as some Roman Catholic witnesses, who appeared before us in a representative capacity. Moreover, several prominent citizens of Belfast gave us valuable evidence.

Final sittings for evidence.

In May and June of the same year we held some further sittings for evidence in London and in Dublin. At these sittings a large amount of

evidence, mainly concerned with the general question of University education in Ireland, was obtained, and several witnesses, who were unable to appear at an earlier stage, were then examined. The Bishops of the disestablished Church of Ireland were represented before us by two of their number; and an additional statement was submitted on behalf of the Higher Education Committee of the General Assembly of the Presbyterian Church. We examined two witnesses from the Roman Catholic Ecclesiastical College of Maynooth, which was subsequently visited by some members of the Commission on the invitation of the President of the College. We also examined at these meetings some of the Professors of the Royal College of Science for Ireland; of University College, Dublin, and of the Catholic University School of Medicine; and representatives of the heads of secondary schools, and of women's Colleges. The evidence taken in April, May, and June, 1902, was published in September of that year, as an Appendix to our Third Report.

INTERCOURSE.

Third Report.

Besides the oral evidence contained in the Appendices to our Reports we received from witnesses and others a considerable body of documentary evidence in the shape of memoranda, letters, and returns. All these documents have received our careful consideration, and the more important of them will be found in the Appendices to our Reports. We have also had supplied to us many books, pamphlets, and other publications containing useful information on every aspect of the question with which our work was concerned.

Documentary evidence.

The order that has been adopted in the preparation of our Report is as follows:—

Scheme of Report.

- I. The existing institutions engaged in the work of higher education in Ireland.
- II. The defects of the Royal University system.
- III. The religious difficulty.
- IV. Results of educational defects and the religious difficulty.
- V. Analysis of the proposed remedies.
- VI. The scheme recommended by the Commission.
- VII. Extern students.
- VIII. The requirements of the Queen's Colleges as regards equipment and endowment.
- IX. The Higher Education of Women.
- X. Higher Technical Education.
- XI. Co-ordination of Primary, Secondary, and Technical Education.
- XII. A Department of Irish studies.
- XIII. General conclusions and recommendations.

I—EXISTING INSTITUTIONS FOR HIGHER EDUCATION.

The first duty imposed on us by the terms of reference to the Commission was "to inquire into the present condition of the higher, general and technical education available in Ireland outside Trinity College, Dublin." It therefore seems desirable to give, at the outset of our Report, a brief description of the institutions with which this portion of our inquiry was concerned.

SECTION I.
EXISTING INSTITUTIONS.

UNIVERSITIES.

There are two Universities in Ireland, viz., the University of Dublin, of which Trinity College, Dublin, is the only College, and the Royal University of Ireland. To these might be added the "Catholic University of Ireland," but this institution, since the establishment of the Royal University, has been practically inoperative, although nominally it continues in existence as an association of certain Colleges which prepare students for the Royal

SECTION I.
EXISTING INSTI-
TUTIONS.

University examinations. As will be explained later on, we decided that the terms of our reference, in excluding Trinity College, did not permit us to regard the University of Dublin as being within the scope of our inquiry. We accordingly do not propose to make any further reference here to that University.

THE ROYAL UNIVERSITY OF IRELAND.

Constitution.

The Royal University of Ireland was founded under the University Education (Ireland) Act, 1879,¹ by Royal Charter, enrolled in the Chancery Division of the High Court of Justice in Ireland in the year 1880. Under this Charter, the "body politic and corporate" of the University consists of a Chancellor, a Senate, and Graduates. In addition to those persons on whom the University has conferred Degrees, the graduates comprise all persons who were graduates of the Queen's University in Ireland, which had been in existence from 1850, and which was dissolved by the University Education (Ireland) Act, 1879. Convocation of the University consists of the Senate of the University and of male graduates of at least two years standing, who have complied with the regulations regarding membership. The University has power to examine for and to confer Degrees in all the usual Faculties with the exception of Theology; but it cannot require candidates for its Degrees, except in the case of Medicine, to reside in or to attend lectures at any College or other place of education. Accordingly, as regards its main function, the University is an examining body empowered to confer Degrees on all who successfully pass its prescribed examinations, irrespective of their place of education.

Senate.

The government of the University is vested in the Senate, which consists of the Chancellor and thirty-six members. All the members of the first Senate of the University were nominated in the Charter. The Senate thus nominated (exclusive of the Chancellor, who was a Protestant) consisted of Roman Catholics and Protestants in equal numbers, and included some Archbishops and Bishops of Sees in Ireland, and other distinguished dignitaries. As regards subsequent appointments to the Senate, it was provided in the Charter that the graduates of the University assembled in Convocation should fill the first and every alternate vacancy (other than a vacancy in the office of Chancellor) by electing a Senator until the number of Senators elected by Convocation should amount to six. All other vacancies arising on the Senate were to be filled by the Crown, save in the case of vacancies arising among the members elected by Convocation, which were to continue to be filled by that body. Accordingly the Crown now appoints the Chancellor and thirty members of the Senate, who practically hold office for life. On the other hand the six members elected by Convocation hold office only for periods of three years, but they are eligible for re-election. In making appointments to the Senate the Crown has invariably acted on the principle that the Roman Catholic and Protestant members should be equal in number. This system of equalising the representation of Roman Catholics and Protestants, though not provided for in the written constitution of the University, is a prominent feature in its actual administration. In the evidence submitted to us it has been pointed out that the same "even balance" principle has been extended so as to apply to appointments of Fellows, Examiners, and other officers.

With the exception of the Chancellor and the Secretaries of the University, who are appointed by the Crown, all office-bearers are appointed by the Senate. The chief of these is the Vice-Chancellor, who is elected triennially by the Senate from among their number, and who exercises all the functions of the Chancellor in his absence. The Vice-Chancellor has always been a Roman Catholic. The Senate annually appoints a Standing Committee of sixteen members, exclusive of the Chancellor and Vice-Chancellor, who are ex-officio members. This Committee may be considered to be the Executive of the Senate, inasmuch as the administration of the University is largely left to it.

¹ 42 and 43 Vict., ch. 65.

² Charter, sec. 2.

The functions of the Senate are defined in the Charter of the University. The Senate is given full power to make and alter Statutes, Rules, and Ordinances, "so as the same shall not be repugnant to the laws of Our Realm or to the general objects and provisions of this Our Charter."¹ All such Statutes, Rules, and Ordinances, however, require the approval of the Sovereign and must be laid before Parliament. The Senate is expressly precluded from adopting or imposing on any person any religious examination or test. The Statutes of the University as at present in force, together with the Acts of Parliament and Charter, are printed in the Appendix to our First Report.²

SECTION I.
EXISTING INSTITUTIONS.
—
Functions of Senate.

The Charter of the University empowered the Senate "to found and endow Exhibitions, Scholarships, Fellowships, or other Prizes"³ in subjects of secular learning, and the Act of Parliament⁴ required that it should prepare for submission to the Lord Lieutenant and to Parliament a scheme for the organization of the University, including regulations for the establishment of these exhibitions, fellowships, and prizes. In connection with these regulations, the Act laid down certain important conditions to be observed by the Senate. First, the exhibitions, scholarships, fellowships and other prizes were to be awarded for proficiency only in subjects of secular education, and not in respect of any subject of religious instruction. Secondly, they were to be open to all matriculating and matriculated students of the University, and were to be awarded in respect of either relative or absolute proficiency, and subject to any conditions as to the age and standing of the candidates, their liability to perform duty and otherwise, as the Senate might deem expedient. Furthermore in fixing the number and value of these prizes, the Senate was directed to have regard to advantages of a similar kind offered by the University of Dublin and Trinity College to students matriculated in that University, so as to avoid, as far as possible, any injury to the advancement of learning in that University or College. Finally, provision had to be made that no student holding any exhibition, scholarship, fellowship, or other similar prize in any other University or in any College attached to a University or in any College endowed with public money, should hold any of the prizes, &c., in the Royal University without taking the value of such previous exhibition or prize into account.

Scheme of organisation.

A scheme was accordingly prepared by the Senate and presented to Parliament on 6th April, 1881,⁵ and on this scheme the original Statutes⁶ of the University, which received the Royal approval, and came into force early in the following year, were based. These Statutes contain what is known as the "Fellowship Scheme." In formulating this scheme the Senate took into account the existence of certain teaching institutions not endowed by the State, for which it desired to provide an indirect endowment, while providing at the same time for the requirements of the University as regards examiners. As the scheme forms an important part of the system of the University, it is necessary to refer to it here in some detail.

Fellowship scheme.

The original fellowship scheme as presented to Parliament and embodied in the original Statutes of the University, was as follows:—

"The Senate may elect thirty-two Fellows of the University. In case it shall at any time appear advisable to reduce the number, it shall be in their power, with the consent of the Lord Lieutenant, to do so.

"The salary of a Fellow, if he be not also a Fellow or Professor of some other University or College attached to an University, or College endowed with public money, shall be £400 per annum. If he be a Fellow or Professor of such other University or College, and in receipt of a salary in respect of such other Fellowship or Professorship, he shall receive, in respect of his Fellowship in this University, such annual sum as, with the salary of his other Professorship, shall amount to £400 a year.

"A Fellow shall hold office for seven years.

"The Senate shall appoint to the office by open voting. The first set of Fellows shall be appointed by selection, without competitive examination; but, afterwards, vacancies in the office shall be filled in manner following. If occurring by reason of the expiration of

¹ Charter, sec. 11.

² Appendix to First Report, pp. 231-235, 257, 264-270.

³ Charter, sec. 14.

⁴ 42 & 43 Vict., ch. 63, sec. 2.

⁵ Appendix to First Report, p. 236.

⁶ Appendix to First Report, p. 257.

SECTION I.
EDUCATIONAL INSTITUTIONS.

The term for which the Fellowship was held, it shall be competent for the Senate to elect the same person again to the office. But when this shall not be done, and also in the case of vacancies arising from any other cause, the vacancy, if to be filled, shall be filled by competitive examination of Graduates of the University, unless, in any instance occurring within seven years after the appointment of the first set of Fellows, it shall appear to the Senate more expedient to elect without examination.

"Every Fellow shall hold his Fellowship on condition that, if required by the Senate, he shall give his services in teaching students of the University in some educational institution approved by the Senate, wherein matriculated students of the University are being taught. The Fellows shall constitute a Board of Examiners; they shall be bound to conduct by themselves, or with such other persons as the Senate may add, the University Examinations without further payment, except for expenses. They shall report, for the consideration of the Senate, the standard to be required from students for Pass and Honours, and the relative proportion of marks to be allowed for the different subjects. If they think it expedient so to do, they shall have power to suggest, for the approval of the Senate, editions or textbooks to be used by students in connection with the prescribed subjects. They shall, from time to time, report to the Senate the result of the Examinations they have held, and submit for its consideration whatever rules they propose should be made in respect of the Examinations."

"Approved"
Institutions.

It will be noted that although the scheme states that the Fellows may be required to teach matriculated students of the University in educational institutions approved by the Senate, no mention was made of the institutions that should be so approved. This matter was decided by the Senate at a meeting held in November, 1882, when the following institutions were selected as Colleges to which fellowships should be assigned:—Queen's College, Belfast; Queen's College, Cork; Queen's College, Galway; the Catholic University College, Dublin (now known as University College, Dublin), and the Magee Presbyterian College, Londonderry. In assigning fellowships, one-half of the number available was assigned to University College, Dublin; one fellowship to the Magee College, Londonderry, and the remainder to the three Queen's Colleges. The actual number of Fellows appointed was at first twenty-eight. It has since been increased to twenty-nine, and the present distribution of fellowships is as follows:—

University College, Dublin,	15
Queen's College, Belfast,	7
Queen's College, Cork,	3
Queen's College, Galway,	3
The Magee Presbyterian College, Londonderry,	1

Indirect endow-
ment of certain
institutions.

By the allocation of fellowships in the manner set forth above, the two Colleges (University College, Dublin, and Magee College, Londonderry), which had previously been in receipt of no endowment from the State, were afforded a certain indirect endowment by means of the salaries attached to the fellowships assigned to them. These salaries, it should be observed, are paid in full, and accordingly each Professor in these two Colleges, who holds a fellowship, receives £400 a year from the Royal University. On the other hand, in the case of the Fellows who hold professorships in the State-endowed Queen's Colleges, a sum equivalent to the remuneration paid to them by the Colleges in respect of their professorships is deducted from their salaries as Fellows, and they receive only the difference from the Royal University. Thus, the amount actually paid by the University to the thirteen Professors in the Queen's Colleges who hold fellowships averages only about £100 a year each.

Appointments to
fellowships.

It is the custom of the Senate to select for fellowships only such persons as are Professors in some one of the five Colleges. In fact, the President of each College has practically the appointment of the Fellows assigned to his College, as from the evidence before us it would appear that the person nominated by him is in every case elected by the Senate. It may also be mentioned that a Fellow holds his fellowship only so long as he retains his professorship in the College with which he was connected at the time of his appointment as Fellow.

Inasmuch as the regulations embodied in the original Statutes, which provided that in course of time the fellowships of the University should be thrown open to competition among the graduates, would, if carried into effect, have made the system of indirect endowment impracticable, the

Statutes were amended in 1888, and this regulation was omitted. The Senate has, accordingly, continued to the present time to appoint Fellows by open voting without competitive examination.

Section I.
FELLOWSHIP
TUTORIAL.

Fellowships are not confined to graduates or even to matriculated students of the University, and many of the existing Fellows had no connection with the University prior to their appointments as Fellows. Some witnesses have urged that fellowships should, at least, be limited to matriculated students of the University, and that such limitation is implied by Section 9 of the Act of Parliament,¹ which provides that fellowships and other prizes are to be open to all students matriculating or who have matriculated in the University.

The Senate also appoints eight "Medical Fellows," who, according to the Statutes, "shall be selected in connection with studies relating to the Medical, Surgical, and Obstetrical departments, including Anatomy and Physiology." The mode of appointment and the tenure of office (*i.e.*, for such periods not exceeding seven years, as the Senate may determine) are similar to those of the Fellows of the University, but the salary paid is only £150 a year. The Medical Fellows are required by the Statutes to take part in conducting the Medical examinations of the University, but, unlike the Fellows, they are not required to teach in any institution. It is usual, however, for these fellowships to be held by Professors connected with the Queen's Colleges or with the Catholic University School of Medicine (which may be regarded as forming the Medical Faculty of University College, Dublin); and from the lists that have been supplied to us it would appear that of the eight medical fellowships, one is held by a Professor in Queen's College, Belfast; one by a Professor in Queen's College, Cork; two by Professors in Queen's College, Galway; and three by Professors in the Catholic University School of Medicine. The remuneration of a Medical Fellow is paid in full, even though the holder be in receipt of a salary as a Professor in a "College endowed with public money."

Medical Fellows.

Since the year 1894 the Senate has offered each year for competition among the graduates in Arts of the University three "Junior Fellowships" of the annual value of £200 tenable for four consecutive years. Junior Fellows are required to assist in the conduct of the University examinations; they have no other duties in the University, and the amount payable to a Junior Fellow is intended to be in the nature of a reward rather than of remuneration for services.

Junior Fellows.

In addition to the Fellows, Junior Fellows, and Medical Fellows of the University, a number of "Examiners" are appointed annually by the Senate, at varying rates of remuneration, to co-operate with the Fellows in conducting the examinations of the University. These Examiners hold office for only one year, but they are eligible for re-appointment. In the year 1901 the number of Examiners employed was forty. Of these eight were connected, as Professors, with Queen's College, Belfast; five with Queen's College, Cork; two with Queen's College, Galway; two with Magee College, Londonderry; and eight with University College, Dublin, and the Catholic University School of Medicine. The Fellows, Junior Fellows, Medical Fellows, and Examiners constitute the "Boards of Examiners," whose duties are to conduct the University examinations and to report the results to the Standing Committee of the Senate, which deals finally with the passes and rejections. All honours, exhibitions, and prizes are awarded by the Senate on the recommendation of the Standing Committee, which is based on the reports of the Boards of Examiners.

Examiners.

It will be observed that the examinations of the University are almost entirely conducted by Professors connected with the five Colleges, but the system of indirect endowment has resulted in giving some of the Colleges a much larger representation than others on the Boards of Examiners. This unequal representation of the Colleges, coupled with the absence of Extern Examiners, has been commented on by a number of witnesses as tending to lessen confidence in the impartiality of the examinations.

¹ 42 & 43 Vict., ch. 65, sec. 9.

² Statutes of the Royal University of Ireland, Chapter III.

SECTION I.
 EXAMINING INSTRUCTIONS.
 —
 Mode of conducting Examinations.

The methods of conducting the various examinations of the University are fully explained in a memorandum furnished by the Secretaries, which has been printed in the Appendix to our First Report.¹ It is sufficient to state here that a high standard is required both for Pass and Honours, especially at professional examinations, and that the Senate has adopted an elaborate system of precautions as regards the preparation and distribution of the examination papers, the actual conduct of the examinations, and the subsequent marking of the candidates' answers. The examination papers in each subject are prepared by the Board of Examiners in that subject, and each member of the Board must have approved of every question set in his department. So far as the written examinations are concerned, candidates are known to the examiners only by examination numbers, and not by names. The written answers of all Honour candidates are examined by at least two examiners, who must not be connected with the same College; and oral examinations are conducted on a similar principle.

Course.

The Course for the B.A. Degree of the University is of three years' duration, and candidates have to pass the Matriculation and two intermediate examinations as well as the Degree examination. Candidates who have obtained the B.A. Degree may present themselves after the lapse of an academical year, for the M.A. or B.Sc. examinations. The higher Degrees of D.Lit., D.Ph., and D.Sc. are also conferred by the University on candidates who fulfil certain prescribed conditions. Candidates for Degrees in Medicine, in Engineering, and in Music, must matriculate and pass the first examination in Arts before presenting themselves for the professional examinations. In Medicine there are three professional examinations before the Degree examination; in Engineering, two, and in Music, one. Higher Degrees are also conferred in these Faculties on certain conditions. The University confers two Degrees in Law, viz., LL.B. and LL.D. Candidates for these Degrees must be graduates in Arts of the University, and before presenting themselves for the LL.B. Degree examination must have passed the first examination in Law. Candidates who have obtained the LL.B. Degree may present themselves after an interval of three years for the LL.D. Degree examination. The University also grants certain Diplomas, of which the most important are the Diplomas in Teaching, in Agriculture, and in Engineering. The examination fees charged to candidates are set forth in the University Statutes. The fees payable by a candidate for the B.A. Degree amount to £6 in all; and for a Medical Degree, to £17.

Prizes.

A sum of about £6,000 is annually distributed in the form of rewards to students. Next in importance to the junior fellowships, which have been already described, are the "Studentships," which are offered for competition among the graduates in the Faculties of Arts and Medicine. A medical studentship corresponds in annual value to a junior fellowship, but is tenable only for two consecutive years. A studentship in Arts is worth £100 a year, and is tenable for three years. Exhibitions are money prizes, varying from £10 to £42, of which a certain number are awarded at all the ordinary examinations. Scholarships in Ancient Classics, Mathematics, and Modern Literature are awarded annually on the result of a special scholarship examination. These scholarships are tenable for three years, a First Class scholarship being worth £40 a year, and a Second Class, £20 a year. Gold and silver medals, and other special prizes, are also awarded by the Senate.

Position of women.

All degrees, honours, exhibitions, prizes, scholarships and junior fellowships in the University, are open to women on the same terms as to men. Women cannot, however, become members of Convocation, which is confined by the Act² and Charter³ to the male graduates of the University. No fellowship of the University other than a junior fellowship, has ever

¹ Appendix to First Report, pp. 271-275.

² 42 & 43 Vict., ch. 65, sec. 4.

³ Charter, sec. 9.

been held by a woman; the question of the eligibility of women for such posts has indeed arisen, but does not seem to have been determined. Three junior fellowships have, however, been gained by women graduates of the University. As will be seen later, the number of women students who enter for the examinations of the University has reached a remarkably high total.

SECTION I.
ENDOWMENT.
—

The Act of Parliament of 1879 contained no provision for the endowment of the Royal University, but in the year 1881, when the scheme of organisation prepared by the Senate had been presented to Parliament, an Act was passed by which an annual endowment of £20,000, payable out of the Irish Church Surplus, was provided to defray the expenses of the University.¹ This endowment is supplemented by the fees received from students, and by the interest on certain investments mainly made in the early years of the University, when the receipts were considerably in excess of the expenditure. In the year 1900-1 these investments, which then represented £48,122 19s., yielded an interest of £1,884 14s. 7d.; and the fees of students amounted to £3,890 18s. 6d., so that the total income of the University in that year was, roughly, £25,765. In the same year the expenditure of the University amounted to £24,397. Of this sum £4,918 was expended on administration, i.e., on office salaries and allowances, travelling expenses of members of the Senate, stationery, printing, and office incidental expenses. A sum of £5,713 was distributed as rewards to students in the form of exhibitions, special money prizes and medals, scholarships, studentships, and junior fellowships; while as large a sum as £13,766 represented the cost of examinations. As regards the latter sum it is important to note that it includes £3,499 paid as salaries to Fellows, and £2,765 paid as remuneration to Examiners. A summary table showing the annual receipts and expenditure of the University to March 31st, 1901, will be found in the Appendix to our First Report.²

Endowment.

The seat of the University is in Dublin, where buildings suitable for offices and examination halls have been provided by the State. The buildings of the University also contain a Library, a Museum, and excellent Laboratories; but these are used solely for examination purposes. The buildings are vested in the Board of Public Works, which is responsible for their maintenance, and the cost involved is included in the annual Parliamentary Vote for that Department. From the return which is printed in the Appendix to our First Report,³ it will be seen that the total expenditure by the Board of Public Works in connection with the purchase, alteration, extension, and maintenance of the buildings of the University since its foundation, has amounted to £91,779. The equipment of the University Laboratories, Museums, and Library has been mainly provided for out of a separate fund known as the "Equipment Fund," consisting of £5,000 provided by the State in 1886, and an equivalent sum set aside by the Senate out of its accumulated savings.

Buildings.

The total number of candidates who entered for examinations in the Royal University in the year 1901 was 2,781, and of these 1,779 (1,380 men and 399 women) were adjudged to have passed. In the same year the following Degrees were conferred:—

Candidates.

Honorary,	.	.	.	.	.	3
Master of Arts,	.	.	.	.	.	14
Bachelor of Arts,	.	.	.	.	.	164
B.L.S. and LL.D.,	.	.	.	.	.	10
M.B., B.Ch., B.A.O.,	.	.	.	.	.	47
M.D., M.Ch., M.A.O.,	.	.	.	.	.	6
D.Sc.,	.	.	.	.	.	1
Bachelor of Science,	.	.	.	.	.	2
Bachelor of Engineering,	.	.	.	.	.	7

It is noticeable that of the candidates who annually pass the examinations of the University those who are prepared in the five principal Colleges (the three Queen's Colleges, University College, Dublin, and Magee College, Londonderry), form only a minority of the whole number. The great

¹ 44 & 45 Vict., ch. 52.

² Appendix to First Report, p. 282.

³ Appendix to First Report, p. 235.

SECTION I.
EXAMINING INSTITUTIONS.

majority of the candidates are prepared in a variety of other institutions or by "private study" and "private tuition." In the year 1901, the latest year for which the figures are available, the number of successful candidates from the five Colleges referred to was 500. Of the remaining 1,279 successful candidates 953 were distributed among 181 other institutions; 281 are returned as having been prepared solely by "private study" or by "private tuition;" and the remaining 45 furnished no information as to the mode in which they were prepared for the examinations. Candidates for examinations in Medicine are required to furnish certificates of having attended the several classes of Medical instruction prescribed for the different years of the curriculum in certain approved institutions.

COLLEGES.

Having dealt with the Royal University of Ireland, we now propose to give a brief account of the five Colleges from which the Fellows of the University are appointed, and in which they are required to teach, namely, the three Queen's Colleges, University College, Dublin (which, for our purpose, may be taken to include the Catholic University School of Medicine), and the Magee Presbyterian College, Londonderry.

STATE ENDOWED COLLEGES.

Queen's Colleges.

The Queen's Colleges are three in number, and are situated in Belfast, Cork, and Galway. The Colleges were established in 1845, under an Act of Parliament entitled "An Act to enable Her Majesty to endow new Colleges for the advancement of learning in Ireland."¹ Under this Act a sum of £100,000 was provided for the purchase of sites and for the erection and equipment of buildings for the Colleges, and an annual grant not exceeding £7,000 for each College, was placed on the Consolidated Fund. The sum of £100,000 allocated to buildings and equipment under the Act of 1845, was supplemented before the Colleges were opened by a grant of £12,000 for the outfit of Museums, Libraries, and other departments. In addition to this endowment each College has received since the year 1854 an annual Parliamentary Grant of about £1,600 in aid of expenses of maintenance.² At present each of the Colleges contains, besides an Examination Hall and ordinary lecture rooms, a Library, Museums, Laboratories, and residences for the President and for the Registrar.

Constitution.

The Colleges are identical in their constitution; they are undenominational, and the Professors are forbidden, by the Statutes of the Colleges, to teach any doctrine, or make any statement derogatory to the truths of revealed religion, or injurious or disrespectful to the religious convictions of any portion of their classes or audience, or to introduce or discuss political or polemical subjects. The President and Professors in each case are appointed by the Crown, and constitute the "body politic and corporate" of the College. The Council of each College, in which are vested powers of general government and administration, consists of the President and six Professors elected by the Corporate Body. The powers and duties of the Corporate Body, of the Council, and of the Bursar, Registrar, and other office-bearers of the College, are defined by the College Statutes, which were constituted under Letters Patent granting Charters for the Colleges. The salaries of the President and of the Professors, are in accordance with the scales laid down in these Statutes. The emoluments of the office of President are fixed at £900 a year, and a residence in the College, but the salaries of the Professors vary according to the importance of their Chairs, and are supplemented by class fees payable by the students. The College Statutes ordain that a sum of £1,500 shall be annually set aside from the Endowment of each of the Colleges for the purpose of Scholarships and Prizes.

¹ 8 & 9 Vict., ch. 66.

² *Report of the Queen's Colleges Commission of 1858*, p. 29.

³ *Statutes of the Queen's Colleges, Chapter I.*

No Halls of Residence for students have been provided in connection with the Colleges, but, in accordance with the Statutes, boarding houses are licensed by the Presidents for the reception of students. The Statutes also provide for the appointment of Deans of Residences, whose functions are to "have the moral care and spiritual charge of the students of their respective creeds residing in the licensed Boarding-houses."¹ These officers receive no remuneration from public funds; they are appointed by the Crown, but before they can assume or hold office they must be approved by the constituted authorities of their Church or Denomination. Owing to the objections of the Roman Catholic Bishops in Ireland to the constitution of the Colleges, no Deans of Residences for Roman Catholic students exist in any of these institutions.

Section I.
Extensive Inven-
tions.

Deans of
Residences.

The Boards of Visitors of the Colleges are appointed by the Crown, and are empowered to inquire into the general state of discipline therein, to hear appeals of such Professors, office-bearers, or students, as may consider themselves aggrieved by any sentence of the College authorities, and to decide upon them according to the Statutes.

Boards of
Visitors.

In the three Colleges there are classes in Arts, Law, Medicine, and Engineering, and these classes (as well as all Collegiate Scholarships and Prizes) are at present open to women on the same terms as to men.

Faculties.

Queen's College, Belfast.

Queen's College, Belfast, occupies a site of about eleven acres. Out of the sum of £100,000 provided by the Act of 1845, £34,357 were expended on the purchase of the site and on the erection and equipment of the original buildings of this College.² Additions have been made to the buildings from time to time, the cost of such additions having been defrayed partly by Government grants and partly by money provided locally. The general maintenance of the College buildings is in charge of the Board of Public Works, and from the returns supplied to us it would appear that the total amount expended by that department in this connection for the five years 1896-1901 was £4,639 18s.³ Besides the income of the College derived from the State, a considerable number of private donations and subscriptions have been contributed to its support. A fund for its better equipment has recently been opened, and a large amount has already been subscribed.

Cost.

The teaching staff of the College consists of nineteen Professors—eleven in the Faculties of Arts and Law, seven in Medicine, and one in Engineering. There are five Lecturers (including two of the Professors who also act as Lecturers), and one Demonstrator.⁴ There is no Roman Catholic on the Professorial staff. From the return, which is printed in the Appendix to our Third Report,⁵ it will be observed that no Professor receives as salary from the College a larger sum than £312, but the salaries are considerably supplemented by class fees. Seven Professors in the Faculty of Arts are Fellows of the Royal University, but as the College is endowed with public money, their salaries as Fellows are liable to deductions in the manner already explained. Owing to these deductions, the total amount by which they benefit by the Fellowship scheme of the Royal University is at present only £276, and this sum must be regarded as including remuneration for their services as University Examiners. In addition, eight Examinerships (including five in Medical subjects), as well as one Medical Fellowship in the Royal University, are held by Professors in Queen's College, Belfast. The remuneration attached to these examinerships by the Royal University amounts to £765, which is paid in full.

Teaching Staff.

In the year 1901-2, the total number of students attending the College was 349, of whom 302 came from the Province of Ulster. The distribution of the students according to religious denominations was as follows:—217 Presbyterians, 69 Episcopalians, 17 Roman Catholics, 20 Methodists, and 26 of all other denominations. The numbers of students attending in each Faculty were as follows:—Arts, 115; Medicine, 215; Engineering, 13; and Law, 11. Five students attended lectures in more than one Faculty. The

Students.

¹ Statutes of the Queen's Colleges, Chapter XVII.

² Report of the Queen's Colleges Commission of 1858, p. 38.

³ Appendix to First Report, p. 286.

⁴ Report of the President of Queen's College, Belfast, for 1901-1902.

⁵ Appendix to Third Report, p. 414.

STRENGTH OF EXISTING INSTI- TUTIONS.	number of women students attending during the same year was 41, being almost twice the number who attended in the previous year.
Courses of study.	Almost all the students of the College present themselves for the examinations of the Royal University, and the courses of study are arranged to suit the requirements of that University. The numbers who passed the examinations in the principal faculties of the University during the period 1891-1900, and the numbers who passed with Honours and gained Exhibitions, are set forth in a return printed in the Appendix to our Second Report. ¹ The College grants a Diploma of Associate in Arts.
Collegiate prizes.	The amount expended on Collegiate Scholarships and Prizes during the year 1901-2 amounted to £1,229, payable out of the sum of £1,500 which is annually set aside from the College Endowment in respect of such prizes. During the same year the sum of £294 was paid in respect of Scholarships founded by private benefactions.
Deans of Residences.	There are four Deans of Residences holding office in the College, who represent, respectively, the disestablished Church of Ireland, the Presbyterian Church, the Wesleyan Methodists, and the Association of Non-Subscribing Presbyterians. The Board of Visitors of the College consists of eleven members. The General Assembly of the Presbyterian Church in Ireland is represented on the Board by the Moderator, and the Association of Non-Subscribing Presbyterians by their President, both for the time being. A Bishop of the disestablished Church of Ireland, the Right Rev. the Bishop of Down, is also a member of the Board, having been appointed by the Government. Among the other members are the Chief Secretary for Ireland, and the Presidents of the Royal Colleges of Physicians and Surgeons.
Students' Societies.	A number of Literary and other Students' Societies are in existence in the College. The meetings of these Societies are held in the College Union, a building in the College grounds, recently erected by private subscriptions, for the use of the students.
<i>Queen's College, Galway.</i>	
Cost.	Queen's College, Galway, is erected on a site of about fourteen acres. The original sum expended by the Government on the purchase of the site, and on the erection and equipment of the buildings, was £32,743. ² The expenditure on the College by the Board of Public Works, which is charged with the general maintenance of the buildings, amounted to £4,029 for the five years 1896-1901.
Teaching Staff.	There are sixteen Professors attached to the College, of whom ten are assigned to the Faculties of Arts and Law; five to the Faculty of Medicine, and one to the School of Engineering. ³ There are five Lecturers (including three of the Professors who also act as Lecturers), and four Demonstrators and Assistants, one of whom is also a Lecturer. Three of the Professors are Roman Catholics. The salaries (exclusive of class fees) of the Professors payable by the College, range from £150 to £340, but the majority of the salaries do not exceed £300 each. Three of the Professors in the Arts Faculty are Fellows of the Royal University, but in accordance with the principle by which salaries of Fellows are liable to deductions, the total amount payable by that University to these Professors in respect of their Fellowships is only £320. In addition, two Examinerships and two Medical Fellowships in the Royal University are held by Professors in the College. The four Professors holding these posts receive from the University in all a sum of £410.
Students.	In the Session 1901-2 ninety-three students attended the College. Of these, 40 were Presbyterians, of whom 28 came from the Province of Ulster; 35 Roman Catholics; 14 Episcopalians; and 4 Wesleyan Methodists. The students were distributed among the Faculties as follows:—Arts, 44; Medicine, 32; Engineering, 19; Law, 3; and Music, 3. Eight students attended lectures in two Faculties. The number of women students attending the College during the same year was ten.

¹ *Appendix to Second Report*, pp. 330-332.² *Report of the Queen's College Commission of 1888*, p. 28.³ *Report of the President of Queen's College, Galway, for 1901-1902*.

The courses of the College are arranged to suit the curriculum proscribed for the examinations of the Royal University, and the teaching in the College is mainly directed towards the preparation of students for these examinations.

SECTION I.
EXISTING INSTITUTIONS.

Of the sum of £1,500 provided annually for College Scholarships and other Prizes, the amount expended in the year 1901-2 was £1,423. Collegiate Prizes.

The Deans of Residences who hold office in the College represent the Episcopalians, the Presbyterians, and the Methodists. The Visitors of the College are the Chief Secretary for Ireland, the Right Rev. the Bishop of Tuam, the Lord Chief Justice of Ireland, the Moderator of the General Assembly, and the Presidents of the Royal Colleges of Physicians and Surgeons.

Deans of Residences.

Queen's College, Cork.

The general character and equipment of Queen's College, Cork, is not dissimilar from that of the Galway College. The purchase of the site, which occupies about seven acres, and the erection and equipment of the original buildings, involved an expenditure of £32,899.¹ The amount expended on their general maintenance by the Board of Public Works during the five years 1896-1901 was £4,677. Cost.

The number of Professors in the College is the same as that at Galway—viz., sixteen, consisting of ten in the Faculties of Arts and Law, five in the Faculty of Medicine, and one in the School of Engineering.² There are six Lecturers, including one of the Professors, and there are two Demonstrators. The President and five of the Professors are Roman Catholics. The salaries of the Professors (exclusive of class fees) range from £130 to £322. Three Professors in the Faculty of Arts hold Fellowships in the Royal University, and as such receive between them £344 from the funds of that institution. Professors in the College also hold two Examinerships in Arts, one in Engineering, two in Medicine, and one Medical Fellowship in the Royal University, and receive in respect of these posts remuneration amounting in all to £513. Teaching Staff.

The number of students on the College books for the Session 1901-2, was 190. Of these 118 were Roman Catholics, 59 Episcopalians, 4 Presbyterians, 6 Wesleyan Methodists, and 3 of other denominations. The number of students in the Faculty of Arts in the same year was 34; in Medicine, 147; in Law, 7; and in the School of Engineering, 16. Fourteen students attended lectures in two Faculties. As in the other Queen's Colleges, women students are admitted to the College, and are eligible for the Scholarships and Prizes. The number of women students has, however, been small, and in the year 1901-2 was only twelve. Students.

The amount actually paid from the Endowment in respect of Collegiate Scholarships and Prizes in the year 1901-2 was £1,301. There is one Scholarship of the value of about £33, derived from a private endowment, offered annually in the Faculty of Medicine. Collegiate Prizes.

There are four Deans of Residences in connection with the College representing, respectively, the Episcopalians, the Presbyterians, the Wesleyan Methodists, and the Association of Non-Subscribing Presbyterians. The Board of Visitors of the College at present consists of five members, viz., the Chief Secretary for Ireland, one of the Lord Justices of Appeal in Ireland, the Moderator of the General Assembly, and the Presidents of the Royal Colleges of Physicians and Surgeons. Deans of Residences.

COLLEGES NOT DIRECTLY ENDOWED BY THE STATE.

We have now dealt briefly with three of the five Colleges in which Fellows of the Royal University are required to teach. It has been shown that these three Colleges have been erected and equipped by the State, and are in receipt of a direct annual endowment from public funds, and that the appointments of their Presidents and Professors are made by the Crown. The two remaining Colleges, viz., the Roman Catholic College, known as University College,

¹ *Report of Queen's College Commission of 1888*, p. 29.

² *Report of the President of Queen's College, Cork, for 1901-1902.*

SECTION I.
EXAMINING INST-
TUTORS.

Dublin (including the Catholic University School of Medicine), and the Magee Presbyterian College, Londonderry, have never received any direct endowment from the State, either for buildings, equipment, or maintenance. We have explained, however, that the salaries paid by the Royal University to the Professors in these Colleges who hold Fellowships in the University constitute an indirect endowment from public funds; but the State has no voice in the appointment of Presidents or Professors, nor in the general administration and government of the Colleges, which are entirely in the hands of the College authorities.

The Catholic University of Ireland.

In order to understand clearly the position of University College, Dublin, and the Catholic University School of Medicine, it is necessary to state that these two institutions form parts of what is known as the Catholic University of Ireland. The Catholic University of Ireland, which has no State recognition or endowment, was founded by the Irish Roman Catholic Bishops in 1854, and up to 1882 consisted of the Catholic University College and School of Medicine, in Dublin, and St. Patrick's College, Maynooth. The establishment of the Royal University of Ireland created a new situation and greatly diminished its importance. Its constitution was remodelled, and at present it consists merely of an association of Colleges which while retaining their own independent collegiate organisations, are intended to work together for the advancement of the higher education of Roman Catholics. These Colleges are:—University College, Dublin (formerly known as the Catholic University College); the Catholic University School of Medicine, Cecilia-street, Dublin; St. Patrick's College, Maynooth; University College, Blackrock; Holy Cross College, Clonliffe; and St. Patrick's College, Carlow.

University College, Dublin.

Constitution.

University College, Dublin, is a Roman Catholic College under the management of the Jesuit Order. The premises consist of two or three houses in St. Stephen's-green, which were formerly used as private residences. These houses were acquired by the Roman Catholic Bishops for the purposes of the Catholic University, which was founded in 1854, and up to the year 1882 were known as the Catholic University College. The premises are still vested in the Roman Catholic Bishops; but in 1883 the work of carrying on the College was entrusted by them to the Jesuits, who have since been responsible for its administration and maintenance.

Government.

The government of the College is entirely in the hands of the President, who is a member of the Jesuit Order. Appointments to the teaching staff of the College are made by him, and the tenure of office of the Professors and other officers is governed by whatever rules he may think it desirable to make. The President is assisted in the work of administration by a Dean, who is also Vice-President, and by a College Council which has recently been formed from among the Professors. Religious instruction is given by the Lecturer in Religion, and religious services are held in the College Chapel.

Teaching Staff.

The teaching staff of the College consists of fifteen Professors and five Tutors. Of the fifteen Professors ten are laymen (including one Protestant), and the remaining five are members of the Jesuit Order. All the Professors in the College are Fellows of the Royal University, and in that capacity each receives in full a salary of £400 from the funds of that institution. The total sum thus paid by the Royal University to Professors in University College amounts to £6,000 annually. It is clear that an indirect endowment from public funds is thus provided for the College; but it has been urged that in estimating the amount of this endowment regard should be had to the fact that each Fellow, in addition to teaching matriculated students in the College, must also act as an University Examiner, and that a portion of his salary should be regarded as remuneration for this work. The five Tutors in the College are laymen. Two of them act as Examiners in the Royal University, and as such receive between them £150 from the University.

*Indirect endow-
ment.*

The Courses in the College, which are framed to suit the requirements of the Royal University, are, with the exception of the First Year's Course in Medicine, only in the Faculty of Arts. Students in Medicine who take the First Year's Course at University College, usually complete their curriculum at the Catholic University School of Medicine.

SECTION I.
EXISTING ENDOWMENTS.

Courses of study.

In the year 1901-2 the number of students attending the College courses was 181. Of these, 164 were attending classes in Arts subjects, 28 were taking the First Year's Course in Medicine, and 11 were attending classes both in Arts and Medicine. The distribution of students according to religious denominations, was as follows:—Roman Catholics, 163; Episcopalians, 12; all other denominations, 6. Women students are admitted to some of the lectures, and the number attending in the year 1901-2 was eighteen.

Students.

The College has no private endowments. It is maintained by the fees of the students, which bring in about £800 a year, and by the salaries of the five Professors holding Fellowships in the Royal University, who are members of the Jesuit Order. For the first five years during which the College was administered by the Jesuits, the expenditure incurred in furnishing and working the College was considerable, and a debt of £8,000 was incurred, of which a sum of £2,000 still remains unpaid. The College has hardly any equipment for advanced work in practical science. As it is not provided with an adequate library, the students are obliged to use the National Library of Ireland and other public libraries in Dublin.

Financial Resources.

Equipment.

Catholic University School of Medicine.

The Catholic University School of Medicine, which may be regarded as forming the Medical Faculty of University College, is situated in Cecilia-street, Dublin, and was founded by the Roman Catholic Bishops in 1855. The buildings were purchased and equipped out of the funds collected for the Catholic University; and up to 1891 the salaries of the Professors and the cost of maintaining the buildings and equipment were paid partly by means of an annual collection, and partly out of the Capital Fund of that University, which had been subscribed. The present financial position of the School is clearly explained in the following extract from the evidence of the Right Rev. Monsignor Molloy:—

Financial Resources.

"In the year 1891 the Bishops gave their consent that the School and its endowments should be dealt with by the Educational Endowments Commission, constituted under the Act of 1885. A scheme was accordingly prepared by the Commissioners for the future administration and government of the School, and this scheme, after passing through the various stages provided by the Act, was finally approved by the Lord Lieutenant in Council, on the 24th May, 1892. The endowments transferred to the new governing body were—(1) The buildings and equipment of the School; (2) a sum of £1,000, part of a bequest at the time to the hands of the Bishops for the purpose of the Catholic University; and (3) £500, Bank of Ireland Stock, another bequest, yielding about £35 a year. This was the sum total of the endowments with which the School was launched on its new career. The sum of £1,000 just mentioned, together with £3,000 more which was soon after acquired from another source, was spent by the new Governors in improving the buildings and equipment of the School; and the income of the Bank of Ireland Stock was allocated to Prizes for the Students. Accordingly, the buildings and equipment, at their new stand, and the small income of £35 a year, constitute the sole endowment of the School."

The Board of Governors, which was constituted by the scheme framed under the Educational Endowments (Ireland) Act, 1885, consists of four *ex-officio* Governors and seven representative Governors. The *ex-officio* Governors are:—The Roman Catholic Archbishop of Dublin, who is Chairman; the Rector of the Catholic University, who is Vice-Chairman; the Dean of Faculty and the Dean of Residence, all for the time being. One representative Governor is appointed by the Roman Catholic Bishops, and is known as the representative of the Bishops. Three representative Governors are elected from their own body by the Faculty, and the remaining three are appointed by the Bishops from persons of distinction in the Medical profession not members of the Faculty, and are known as the representatives of Medical Science. The functions and powers of the Board of

Board of Governors.

¹ Evidence of the Right Rev. Monsignor Molloy, *Appendix to Second Report*, p. 152, q. 6633.

SECTION I.
EXISTING INSTITUTIONS.

Governors are defined in the scheme. They sanction the courses of study, make rules for the maintenance of order and discipline, appoint the Professors, Lecturers, Teachers, and other officers, and determine their number, salaries, duties, and tenure of office. In short, they have full powers as regards the general administration of the School.

Board of Visitors.

A Board of Visitors has also been constituted under the scheme, and is formed of four *ex-officio* members and three co-opted members. The *ex-officio* members are the four Roman Catholic Archbishops of Ireland for the time being. Of the three co-opted Visitors two must be Benchers of the King's Inns, and one a person of distinction in the Medical profession. The Visitors have power to investigate and determine all questions of abuse or complaint, and to hear all appeals against the action of the Governors or of the Faculty, with power to remove or punish as the occasion may require.

Teaching Staff.

The teaching staff of the school consists of fourteen Professors, seven Assistants, and two Demonstrators. Four of the Professors are also members of the teaching staff of University College, three of these being Fellows, and one an Examiner, in the Royal University. Of the remaining ten Professors, three hold Medical Fellowships in the Royal University, and as such receive a salary of £150 each. Five hold Examinerships—two at a salary of £100 each, two at a salary of £75, and one at a salary of £60. These eight Professors thus receive between them from the funds of the Royal University a sum of £360, and this has been regarded as forming an indirect endowment of the School. It has, however, been urged by witnesses that the Professors receive this sum as remuneration for their services as Examiners in the University, and that consequently it would be inaccurate to regard it—at least in its entirety—as an indirect endowment.

Students.

In the year 1900-1 the number of students attending the Catholic University School of Medicine was 260, and the average attendance for the three years 1898-1901 was 224. The College courses are open to women students, and there were fourteen women students in attendance during the year 1901-2. Students of the School are free to present themselves either for the conjoint examinations of the College of Physicians and the College of Surgeons (which grant licences), or for the examinations of the Royal University. About forty per cent. of the students seek the Medical Degrees of the Royal University. The School is open to students of all religious denominations, but the great majority are Roman Catholics: there is usually a small number of Protestants (from fifteen to twenty) attending the classes.

The Magee Presbyterian College, Londonderry.

Constitution.

The Magee Presbyterian College, Londonderry, which is entirely under the control of the General Assembly of the Presbyterian Church in Ireland, was opened in the year 1865. The College occupies a site of six acres, and has a Museum and a Library, with residences for Professors. It was built and equipped from private endowments consisting of a bequest of £20,000, which was subsequently augmented by subscriptions and private benefactions. The primary object of the College is to afford "a sound literary as well as theological education" to young men intended for the Ministry of the Presbyterian Church. The constitution of the College is contained in a scheme which was framed under the Educational Endowments (Ireland) Act, 1885, at the request of the Trustees of the College. Under this scheme the government and administration of the College are carried on through four bodies, named respectively, "The Trustees," "The Faculty," "The College Committee," and "The Board of Visitors." These are best described in the following extract from the evidence of Professor Leebody, the President of the College:—

"The Trustees are a body of nine, consisting of six clergymen and three laymen. They are appointed by the Assembly, and are defined in the scheme as 'A body corporate, with perpetual succession, and a common seal, and power to acquire and hold property, real and personal.' The entire management of the financial concerns of the College is entrusted to them. Each year they are obliged to furnish to the Assembly an audited account of income and expenditure. This audit must be done by an Auditor of the Local Government Board, or by some competent person approved of by the Local Government Board. The audited accounts are published annually in the minutes of the Assembly.

"The Professors of the College, who are all appointed by the Assembly, constitute the Faculty. It is provided in the scheme that the Faculty shall 'be entrusted with the internal government of the College, and shall have charge of all matters relating to the internal discipline to be maintained therein, and the morale and conduct of the students thereof.' At each annual meeting of the Assembly the Faculty have to present to them a very full report of the work done in the College during the preceding academic year. In this report they have to set forth the number of students in attendance on each class, the number of lectures delivered and examinations held by each Professor in each of his classes, and any changes introduced or proposed in the internal arrangement of the College. The Faculty are also obliged to keep minutes of all their proceedings, which are submitted annually to the Assembly.

"The College Committee is a Committee of clergymen and laymen appointed by the Assembly. Their special function is to inquire closely into the education of those students who are candidates for the ministry. Thus they do by scrutinising the class-rolls at the close of each session, and noting whether, in the case of each student, there is evidence of his personalty in attendance, good conduct, and diligence in study. They are also empowered to 'inquire from time to time into the efficiency of the system of education in the College, the discipline maintained therein, and the management thereof.' This they do in various ways, one of which is by appointing sub-committees of two of their number, who pay what might be called 'surprise visits' to the various classes, take their seats on the benches with the students, and listen to the lecture delivered, or the examination held, by the Professor.

"The fractions of the Board of Visitors, who also are appointed by the Assembly, are extraordinary and occasional. Their duties are thus defined in the scheme: 'The Visitors shall have full power and authority to examine into and rectify all abuses which shall be shown to exist in the management and internal discipline of the College, and to settle all matters of difference arising between any of the bodies or persons belonging to, or in any way connected with, the College or its management.'"

The College has two Faculties, viz., Arts and Theology. The classes in the Arts Faculty are open "to all persons who desire to obtain a literary or scientific education,"² and to women on the same terms as to men. The number of students attending courses at the College in the year 1901-2, was 59 (46 men and 13 women). Of the 46 male students, 39 were candidates for the ministry. The latter candidates have the option of concluding their course in Arts by taking either the B.A. Degree of the Royal University, or the College certificate in Arts, which is accepted by the General Assembly as equivalent to a Degree from a University. In the year mentioned, of the total number of students attending the College, 47 passed examinations in the Royal University. The College is open to students of all religious denominations, but naturally the great majority of the students are Presbyterians.

The seven Professors who constitute the teaching staff of the College, are appointed by the General Assembly, and are required, before taking office, to sign the Westminster Confession of Faith. In addition to the Professors the teaching staff includes two Tutors and two Lecturers in the Faculty of Arts. The salaries of the Professors are paid from the Endowment of the College. Five receive salaries at the rate of £250 a year, and two at the rate of £292; and one of the Professors, who is a Fellow of the Royal University, receives in full from the University the salary of £400 attached to the post. Two of the Professors act as Examiners in the Royal University, at a remuneration of £75 and £25 respectively. In this way the College receives a small indirect endowment from the funds of the Royal University.

The total income of the College from investments amounts to about £2,518 annually. In addition to this the Irish Society gives £250 annually to endow a Chair, and a further sum of £200 a year for the general purposes of the College, including £50 for prizes. Out of the total income of the College about £360 annually is allocated to Scholarships and Prizes.

It may be added that the three Theological Professors in Magee College, together with the six Theological Professors in the General Assembly's Theological College at Belfast, have been incorporated by Royal Charter, dated 19th September, 1881, and constituted thereby "The Presbyterian Theological Faculty of Ireland." The Faculty is empowered "to examine, and after examination, to grant to the students of the said two Colleges . . . all such distinctions in Theology as may now be granted by any University in any part of the United Kingdom." The Faculty is also empowered to grant *ad eundem* and Honorary Degrees in Theology.

Section I.
EXISTING INSTITUTIONS.

Students.

Teaching Staff.

Financial Resources.

Degrees in Theology.

¹ Evidence of Professor Leach, *Appendix to Third Report*, p. 118, q. 7794.

² Scheme framed under the Educational Endowments (Ireland) Act, 1885, *Appendix to Third Report*, p. 475.

HARMON I.
SAMUELSON
TUTORIAL.

Women Students.

Women's Colleges.

It is to be observed that all the classes in the Queen's Colleges, the Arts classes in Magee College, and certain lectures in University College, Dublin, are open to women on the same terms as to men. The number of women, however, attending these Colleges, has never been large, and the great majority of women who present themselves for the examinations of the Royal University are prepared in certain Colleges exclusively devoted to the education of women. Of these the principal are:—Alexandra College, St. Mary's University College, and Loreto College, in Dublin; Victoria College, in Belfast; Victoria High School and Strand House School, in Londonderry; and St. Angela's College, in Cork. From the returns¹ which have been furnished to the Commission, it would appear that of the 2,019 women who passed Arts examinations (excluding the Matriculation examination) in the Royal University during the ten years 1891-1900, not 10 per cent. passed from the Queen's Colleges, Magee College, and University College; while during the same period nearly 55 per cent. passed from the seven women's Colleges mentioned above. About 21 per cent. are distributed among various other schools and institutions, while the balance of about 14 per cent. are returned as being prepared by "private study" or "private tuition."

Principal Colleges
for Women.

Three of the seven principal Colleges for women which we have mentioned, viz., St. Mary's University College and Loreto College, Dublin, and St. Angela's College, Cork, are exclusively Roman Catholic, and are under the charge of Communities of Nuns. Alexandra College, Dublin, is administered under a scheme framed by the Educational Endowments Commission, and the governing body is representative of the disestablished Church of Ireland. Victoria College in Belfast, and Victoria High School and Strand House School in Londonderry are under private management, and the greater number of the students are Presbyterians and Episcopalians. None of these Colleges receive any direct endowment from the State, nor is any indirect endowment given to them under the Fellowship scheme of the Royal University. It should also be explained that the preparation of students for University examinations forms but a portion of the work of these Colleges. They are largely engaged in secondary education, and send up considerable numbers of students for the examinations conducted by the Board of Intermediate Education for Ireland. In this way they receive grants from the public funds which are administered by that Board. Some of the witnesses have stated that the maintenance of the University classes is largely dependent on the income derived by the Colleges from their secondary departments.

Other Colleges and Schools which prepare Students for Royal University Examinations.

Other Colleges.

In addition to the Colleges already referred to, a number of other Colleges undertake the preparation of students for all the Arts examinations of the Royal University up to and including the Degree examinations. Among these are the following Colleges of the "Catholic University":—University College, Blackrock, which is a lay college under the charge of a religious Order; Holy Cross College, Clonliffe, which is a Diocesan Seminary; and St. Patrick's College, Carlow, which is also a Diocesan Seminary with a lay department. None of these Colleges receive any State endowment, nor are any of the Fellowships of the Royal University assigned to them. Many other Roman Catholic Diocesan Colleges, such as St. Malachy's College, Belfast, St. Munohin's College, Limerick, and a number of the principal secondary schools in Ireland have University classes for some of the examinations of the Royal University. A large number of students are thus prepared for the Matriculation and First University examinations.

Students prepared by "Private Study" and by "Private Tuition."

There still remains a class of students who are not prepared for the examinations of the Royal University in any of the various institutions hitherto

¹ *Appendix to First Report*, p. 282; *Appendix to Second Report*, pp. 332-342; *Appendix to Third Report*, pp. 441-443.

mentioned. Such students are those who for various reasons, are unable to attend any College classes or lectures, and who pass the examinations by "private study" or by "private tuition." In the lists published in the Calendar of the University about 14 per cent. of the total number of successful students are returned as having been prepared in this manner. It should also be mentioned that a number of "coaching" institutions are engaged in preparing candidates for the examinations of the Royal University. The courses of instruction in these institutions are such as to meet the needs of candidates who merely desire to pass the examinations.

SECTION I.
EDUCATED INSTRU-
TIONS.

Thus far we have dealt with Colleges and institutions in which the University courses are framed to suit the requirements of the Royal University. There are, however, in Ireland, two other important institutions concerned with higher education which have come prominently before us during the course of our inquiry. These institutions are the Roman Catholic Ecclesiastical College of St. Patrick at Maynooth, and the Royal College of Science in Dublin.

ST. PATRICK'S COLLEGE, MAYNOOTH.

St. Patrick's College, Maynooth, is the most important Roman Catholic ecclesiastical seminary in Ireland. It was founded in the year 1795, when the Irish Parliament passed an Act authorising the establishment of "one Academy for the education only of persons professing the Roman Catholic religion." The Act made no distinction between clergy and laity, and in 1801 a lay College was opened. The lay College, however, was closed in 1817, in circumstances that are described in the evidence submitted to the Commission by the Vice-President, and since that year the College has been devoted exclusively to the education of the Roman Catholic clergy. An annual grant in aid of the College, originally voted by the Irish Parliament and afterwards by the House of Commons, continued to be paid up to 1845, and varied from about £8,000 to £9,000. In 1845 an Act of Incorporation was passed, and the annual Parliamentary grant was raised to £28,360, and a sum of £30,000 was given for buildings. When the Church of Ireland was disestablished in 1869, the annual grant was withdrawn and the sum of £300,040, being fourteen times the annual grant, was paid as compensation out of the Irish Church Surplus to the Trustees of the College.

Constitution.

Endowment.

In the year 1876 Maynooth College was constituted a College of the "Catholic University of Ireland," and when that University was reconstituted in 1882, Maynooth continued its connection with the University as one of the six associated Colleges to which we have already alluded. When the Royal University was established it seemed probable that arrangements would be made by which students from Maynooth would avail themselves of its Degrees. In fact a large number presented themselves for the first Matriculation examination held by that University, and many of them obtained high distinctions. An explanation of the reason why this project was abandoned was given by the Vice-President of the College in his evidence:—

Connection with
the University.

"I do not deny that very considerable advantages would have accrued from association with even an *extern* Examining Body like the Royal University; but, on the other hand, the number of Fellowships was then considered insufficient, and the Trustees might naturally have been unwilling to surrender the right of selecting their own courses, and to sacrifice the freedom and individuality of the teaching of the College, for the sake of submitting their students to a radically vicious system of examination. The result of such a connection would have been that Maynooth education would have degenerated into the mere art of preparing students to pass examinations conducted by externs and common to a number of Colleges, and consequently wanting either in individuality and exhaustiveness, or in fairness to all but one College. The educational difficulties, therefore, may well have been regarded as insuperable."

The present annual income of the College consists of the interest on the invested capital obtained from the Irish Church Fund, which yields about

Financial
Resources.

¹ Evidence of the Very Rev. Dr. O'Dea, *Appendix to Third Report*, p. 288, col. 1.

SECTION I.
EXISTING INSTITUTIONS.

£8,856; students' fees, which amount to about £6,000 a year, and the interest on certain private endowments. The total income of the College from all sources in the financial year ending 30th June, 1901, amounted to £24,881.

Buildings.

The buildings, which include Professors' rooms, cloisters, infirmaries, chapel and oratories, a library of about 40,000 volumes, a public lecture hall, class rooms, and a physical laboratory, provide accommodation for about 600 resident students. The total expenditure on buildings since the foundation of the College up to the present, has been about £201,713. It would appear that the greater part of this sum was derived from savings on income and from private donations. It includes, however, certain grants from the State in aid of new buildings and for repairs, amounting to about £54,702.

Government.

The government of the College, and the mode of administration, is concisely described in the following passages from the evidence submitted to the Commission by the Vice-President of the College:—

"The College is governed by seventeen Trustees, who exercise supreme control over all its interests, make statutes and bye-laws for its government, and appoint to all its academic offices. In 1845 they were incorporated by 8 & 9 Vict., c. 25, and this privilege they still retain; and in 1859 they were invested by the Holy See with authority to confer all Degrees in Philosophy, Theology, and Canon Law. All vacancies are filled by co-optation, and the present Trustees are the four Archbishops of Ireland and thirteen Irish Bishops. Before the Church Act of 1869, six of the Trustees were laymen. They all resigned shortly afterwards, or ceased to attend the meetings, apparently on the ground that ecclesiastical education is most fitly conducted by ecclesiastics; and the College has since been governed exclusively by the Bishops.

"The Visitors are the four Archbishops and four Bishops, all appointed by the Trustees. Under the Act of 1845, five of the Visitors were appointed by the Crown; but in matters affecting the Catholic religion, the visitatorial power was exercised exclusively by the representatives of the Trustees, the nominees of the Crown being authorized to be present if they thought proper to attend (8 & 9 Vict., c. 25, s. 18).

"The chief executive authority is vested in the President, who is aided by a Council of Administration, a Council of Studies, a Financial Council, and a Committee for the management of College Libraries and kindred purposes. The Council of Studies consists of the President, Vice-President, and Prefect of Studies, ex-officio, and a yearly elected representative of the Deans of Disciplines, and of each Faculty. All important changes affecting the studies of the College require the sanction of the Trustees for their validity.

"In 1859 the Professors were formed into the three Faculties of Theology and Canon Law, Philosophy, and Arts—the President, Vice-President, and Prefect of Studies being ex-officio honorary members of each—with authority to govern themselves and promote the interests of their respective departments, subject to the general control of the Council of Studies and of the Trustees. The examinations for Degrees are conducted by the respective Faculties, and the statutes prescribe that the Degrees be conferred, on their report, by the Trustees."

Teaching Staff.

The staff of the College consists of a President, a Vice-President, four Deans of Disciplines, two Spiritual Fathers, a Bursar, a Prefect of the Dunboyne (or higher) Course, eighteen Professors, and six Lecturers of whom three are laymen. The average number of students is about 560, of whom about 250 are in the Faculty of Arts. All the students reside in the College, and every year about eighty complete their course and are ordained priests. The course for ordinary students extends over seven years, of which the first three are devoted to secular subjects. A few students of special distinction—about eight or ten each year—are permitted to attend a further or higher course of three years in the "Dunboyne" establishment, which is so named because it is mainly supported by a bequest left to the College by Lord Dunboyne in the year 1800.

Students.

The majority of students enter the College at the ages of 18 to 20 years. All must pass an entrance examination, which is conducted orally and in writing. The entrance fee is £4, and the annual pension payable by students who do not hold free places or "Burses," is fixed at £30.

THE ROYAL COLLEGE OF SCIENCE FOR IRELAND.

Origin.

In the year 1845 it was determined that an institution subsequently called "The Museum of Irish Industry" should be founded in Dublin under the Office of Woods and Forests. Two years later the original

¹ Evidence of the Very Rev. Dr. O'Dea, *Appendix to Third Report*, p. 284, col. 2.

object of the Museum was extended, and under the name of the "Museum of Irish Industry and Government School of Science applied to Mining and the Arts," its scope was enlarged so as to embrace the whole range of the industrial Arts. In the year 1853 this institution passed under the control of the Department of Science and Art, which had then just been created as a branch of the Board of Trade; and in 1867, on the report of a Committee of the House of Commons and in accordance with the recommendations of a Commission appointed by the Lords of the Committee of Council on Education, a College of Science which absorbed the existing Museum and School of Science, was established. This College, which is situated in St. Stephen's-green, Dublin, and is known as the "Royal College of Science for Ireland," remained under the control of the Science and Art Department in England (now named the Board of Education, South Kensington), until the year 1900. In that year, by the operation of the Agriculture and Technical Instruction (Ireland) Act, 1899,¹ various powers and duties that had previously been divided among separate branches of Government were transferred to the Department of Agriculture and Technical Instruction for Ireland created by that Act. Among the powers and duties so transferred were those of the Board of Education, South Kensington, in relation to the administration of the Science and Art Institutions in Ireland (including the Royal College of Science), of the "grant for Science and Art in Ireland," and the "grant in aid of Technical Instruction." Accordingly, the College is now under the control of the Department of Agriculture and Technical Instruction for Ireland, and at present it is being reorganised by that Department, in accordance with the recommendations of a Special Committee.

SCIENCE I.
EXISTING INSTITUTIONS.

Government.

The College is an institution for supplying an advanced course of instruction in Science as applied to Agriculture and the Industrial Arts; for training teachers for technical schools and for secondary and intermediate schools in which Science is taught; and for carrying out scientific research.² The College embraces three Faculties, viz., Applied Chemistry, Agriculture, and Engineering. Students who desire to obtain the Diploma of Associate which is granted by the College, are called "Associate" students, and must attend a course of instruction extending over three years, and pass the prescribed examinations. In the first year the instruction is general, but in the following years it is specialised according to the Faculty selected. Students who are not taking a complete course of study, but who attend the College for single subjects, for occasional lectures, or for special laboratory work, are called "Non-Associates." No student is admitted to the College under the age of sixteen years. Certain students who are qualified to carry out research are allowed to devote their whole time to work in the laboratories under the direction of a Professor. The College also grants the Diploma of Fellowship to students who after receiving the Diploma of Associateship, remain at least a fourth year in the College and submit an approved thesis containing the results of original investigations. The College lectures and laboratories are open to women on the same terms as to men. No evening classes are held in the College.

Object.

The teaching staff consists of eight Professors, five Lecturers, and ten Assistants; and the subjects of instruction are:—Chemistry, Physics, Mechanical Engineering, Agriculture, Mathematics, Geology, Botany, and Zoology. The Albert Farm at Glasnevin, which is also under the control of the Department, is used in connection with the instruction in Agriculture in the College. The Professors of the College constitute the College Council, which is presided over by one of their number, who is called the Dean of Faculty. The functions of the Council are to advise the Department on educational matters connected with the College. The salaries of the Professors range from £600 to £700, of the Lecturers from £350 to £450, and those of the Assistants average £130 per annum. All appointments in connection with the College are now made by the Department of Agriculture and Technical Instruction for Ireland.

Teaching staff.

The College is maintained by an annual Parliamentary Vote, the students' fees being appropriated in aid of the Vote. From the return furnished to us it would appear that in the year 1900-1, the cost of the College to the

Cost.

¹ 62 & 63 Vict., c. 50.

² *Programme of Royal College of Science—Session 1902-3*, p. 4.

SECTION I.
EXISTING INSTITUTIONS.

State (exclusive of the cost of maintenance of buildings, furniture, lighting, stationery, printing, &c., which is defrayed by the Board of Public Works and the Stationery Office) was £8,008. The fees payable by Associate students are £15 for the first year, £20 for the second year, and £20 for the third. These fees cover attendance at all lectures and laboratory and workshop courses, as well as the use of the College apparatus and materials. For Non-Associate students the fee for any course of lectures is £2, while for such students the fees for practical courses vary from £2 for a special course of one month to £12 for the entire session.

Scholarships.

Under the scheme of reorganisation of the College, special provision is made by means of Scholarships, short Summer Courses, and otherwise, for the training of teachers in Science and Technological subjects. Four Royal Scholarships of £50 each for two years, with free tuition, are attached to the College, and two are offered for competition each year to students of the College, not being Royal Exhibitioners, on the completion of their first year's course. Certain other Scholarships and Prizes, such as "Royal Exhibitions" and "National Scholarships," which are open for competition at the annual examinations of the Board of Education, South Kensington, are also tenable at the College. In addition, there are a number of Scholarships in Science and Technology, and in Agriculture, which entitle the holders to exemption from the payment of class fees, and to an allowance for subsistence during the College Session. The number of students attending the College during the Session 1901-2, was 123, of whom 60 were Associate students, and 63 were Non-Associate students. In the same year there were 9 Royal Exhibitioners, 2 Royal Scholars, and 19 teachers in training. No official information is available as to the religious professions of the students, but we understand that about 50 per cent. are Roman Catholics.

Students.

SECTION II.
ROYAL UNIVERSITY SYSTEM.

II.—DEFECTS OF THE ROYAL UNIVERSITY SYSTEM.

Passing from the summarised description of existing institutions contained in the preceding section, we now propose to consider the value of the education afforded in connection with the Royal University of Ireland.

(1) Its merits.

Full acknowledgment must be made of the services done by this University in diffusing knowledge among a large number of persons who might otherwise have stood aloof from all learning, and, in particular, of the stimulus it has given to the education of women. Nor has any effort been spared to maintain a high standard of examination, more especially, perhaps, for the professional Degrees. But while those who have administered the system have done their utmost to make it work well and smoothly, the system itself suffers from incurable defects. Every witness who has touched on the question is conscious of their gravity.

(2) Its defects.

Of these defects some are inherent in a University whose sole function it is to conduct examinations. Degrees are conferred without any evidence of academic training, except in the Faculty of Medicine, which is subject to the regulations of the General Medical Council. The sole test of merit lies in the examination results. A false conception of learning is thus held up before the eyes of the student. The teacher on his part is expected to keep a close watch on the ways of the outside Examiner; if he fails to do so, he may seem to imperil the success of his pupils or of his institution. Day by day his teaching is subjected to the tacit criterion—Is it of direct examination value? No more paralysing and disheartening influence on an able and enthusiastic teacher can be imagined than to see that the more thorough his method, the more connected a view he seeks to present of his subject, the more likely is his lecture-room to be deserted, and his teaching branded as excellent but useless. Yet in teaching Pass-men for the Degree of a purely examining University he must be prepared for such a fate. Now the Pass-man is precisely the student who most needs to be lifted out of the examination groove; and University teaching for a Pass Degree ought to be raised well above the Pass level. One who is a master of his subject knows how to treat even the rudiments in the spirit of a broad culture. Facts seemingly disconnected are brought into relation with principles; light is thrown back from the more advanced results of study upon the earlier stages. A skilful teacher, by his very digressions, will suggest new ideas,

(a) Defects arising from the constitution of the University as an Examining Body.

and stir a quickened interest. He will open up fresh horizons of thought without losing sight of his central subject. He summons to his aid other branches of learning by way of illustration or contrast. His object is not to impart the modicum of knowledge that is needed for the next examination, but to train the student in the true method of study and to guide the reading. Students under the stress of an impending examination may not unnaturally think that they are encumbered with learning which will not pay; but in later years, when experience has altered their perspective of things, they feel grateful to those who have enlarged their vision. Moreover there are many subjects—and literature is such in a pre-eminent degree—which are best fitted to discipline and emancipate the mind, and yet least fitted to be brought to the test of mere examination, where an acquaintance with manuals, a repetition of ready-made critical judgments, and in general the exercise of memory have a value out of all proportion to their real worth.

But it is in the higher branches of study that the freedom of the teacher becomes of cardinal importance; and here the vicious effects are most apparent of a system which, divorcing teaching from examination, makes the examination of an outside body the final test of excellence. Freedom is in truth the life of the higher learning. Any Collegiate or University organisation which instead of eliciting the aptitudes and original powers of the teacher prescribes rigid programmes, or in other ways tends to impair his spontaneous initiative, to cramp and formalise his teaching, stands fatally condemned. In Science, more clearly perhaps than in any other department of study, the inadequacy of the examination test has been established. The modern conception of scientific teaching requires that much of the time hitherto spent over books shall be spent in the laboratory. Science is in a special sense a living and growing body of truth, and almost every teacher of distinction is an investigator within his own domain. The best of his students are trained to follow his researches. In the laboratory not only are old experiments repeated but new problems are solved as they arise. Learning becomes vitalised by contact with such problems. The record of the advanced student's work in the laboratory is probably the true record of his progress in Science, and of his capacity as an independent observer. Compared with the results of this sustained discipline, carried on over weeks or months, any single examination is a poor and inadequate test. Its natural effect is to exalt the text-book over practical work, and teaching in Science directed towards success in examination is apt to become an epitome of facts rather than a training in the processes by which truth is discovered. The importance of laboratory instruction has given the first impulse to a reform which is likely to prove a valuable corrective of the examination system. Interesting evidence has been laid before us showing that, even in Universities where teaching is not divorced from examination, there is a growing sense that the work done in the Term ought to count for the Degree examination. The practice already exists in America, and has recently been adopted in the University of Birmingham. There, as in America, the principle is applied not to Science only, but with varying details to all departments of study.

In addition to the evils which are well nigh inseparable from a University which is no more than an Examining Board, the Royal University exhibits certain defects due to its peculiar organisation. (5) Defects due to its peculiar organisation.

(1) The Senate of the University, which has the entire direction of examinations, is a body constituted on principles which appear to us unsound. Individually, indeed, the members are of the highest eminence in various walks of life, but they are selected rather for their religious creed than for academical distinction. The unwritten law of the constitution is that every appointment, from that of Senator to that of Hall Porter, shall be such as to maintain an even balance as between the Churches. Even for the office of Fellow and Examiner no one is deemed eligible, be his qualifications what they may, if his appointment would be regarded as causing a disturbance of the denominational equilibrium. We must emphasize the fact that neither the Queen's Colleges nor University College, Dublin, have any direct representation on the Senate. The President, indeed, of each College usually

finds a place upon the governing body, but even this custom is set aside when it conflicts with the higher principle of denominationalism. It has come before us in evidence that the President of Queen's College, Galway, for some time was not a member of Senate, because those who were removed by death or resignation happened not to be of the same denomination as himself. Nor, in default of direct representation, is there any clear provision by which the professorial staff in each College shall exercise even an advisory function in arranging the programme of Degree subjects. The programme, as it stands—inoffensive, indeed, but somewhat colourless—is drawn up by the Senate, acting under the advice of the Standing Committee of eighteen of its own members. That so delicate a machine as this governing body should be run without friction is a striking tribute to the personal qualities of its members, and ungrudging witness has been borne by men of different religious creeds to the tact and tolerance of their colleagues. No one, however, has justified the principle on which the administration rests, except as a political makeshift, which is educationally indefensible.

(2.) While the Queen's Colleges and University College, Dublin, are not directly represented on the Senate, they, and also Magee College, Londonderry, are directly represented on the Board of Examiners. But the representation is not based on a satisfactory or equitable principle. University College, Dublin, having no direct endowments from the State, is allotted by way of equivalent, no less than fifteen out of twenty-nine Fellowships, each of £400 a year, which carry with them the duties of University Examinerships. This arrangement is in no way due to partial treatment by the Senate, but flows as an obvious consequence from the system of indirect endowment already explained. The preponderance of one College on the Board of Examiners is not indeed so great as this fact in itself would indicate, for in addition to the Fellows there are some forty other Examiners (exclusive of Junior and Medical Fellows); yet the marked inequality has given rise to much comment, and, it would seem, to some soreness of feeling. Again, whereas Queen's College, Belfast, sends up at least one-half of the students who present themselves from the five Colleges for the Primary Degrees in Medicine, five of the twelve Examiners are connected with the Catholic University School of Medicine in Dublin, while only three (two till recently) belong to Belfast. Both in Arts and Medicine there is a prevailing belief that the method of allocating Examinerships has given to certain institutions an unfair advantage over the others. This is probably true, though no suspicion of partiality has been cast upon the teachers. The absence, moreover, of Extern Examiners, unconnected with any of the rival institutions, heightens the sense of mistrust. Hence we have the spectacle of an examining University which fails to exhibit the one virtue which is associated with a University of the kind—that of inspiring public confidence in its examination results.

Apart from internal defects of organisation, the Royal University has brought about one result which was doubtless unforeseen by its founders. It has seriously impaired the value of the University education which was previously in existence. On this side its influence has been one of positive destruction. Since it came into being, the growth of the Queen's Colleges has been arrested. The Queen's University at the time of its dissolution was doing academical work of undoubted excellence. The number of students was not very large, but the Colleges were working on true academical lines. College residence was required from all candidates for a Degree. The Professors were *ex officio* Examiners in the University, and all in rotation took their share in this duty. Examination was kept in close touch with teaching. Each College felt itself to be a self-contained academical community; nothing was needed for the development of a more vigorous life save an increase in numbers. The growth of the Royal University has depleted the classes of the Queen's Colleges. Though the decline in numbers in Belfast has not been proportionately as great as in the other Colleges, Queen's College, Belfast, has in some sense been the chief sufferer, as all the local conditions at Belfast were, and still are, most favourable for uninterrupted expansion. If the promise of its early days has been in a measure unfulfilled, the cause is to be found not in any want of

vital activity, but in the blow dealt to the College by misguided legislation. As soon as the Arts Degree was opened up to all comers without the requirement of collegiate training, the business-like instinct of the North appears to have provided a ready and cheap substitute for College lectures in a well organised "coaching" system. All the Queen's Colleges, however, have been hard hit by the dissolution of the Queen's University, of which they formed constituent parts. In 1881-82 the number of students in Belfast was 567; in Cork, 462; in Galway, 201. In 1901-02 the numbers were—in Belfast, 349; in Cork, 190; in Galway, 93. Of the total number of male students (590) who passed the Arts examinations (exclusive of Matriculation) in 1901, only about one-third (195) came from the five Colleges in which instruction is given of a University standard, the remainder being made up of 225 from other institutions, and 170 who were prepared by private study. Instead of the healthy emulation of collegiate life, a feverish rivalry in University Passes has sprung up between Schools and Colleges. We have had ample evidence that the Professors themselves are keenly alive to the depressing influence exercised by the new conditions. It is not too much to say that the great disservice rendered to Ireland by the Royal University consists in the lowered ideal of University life and education which too generally prevails.

Any reform that is to be of permanent value must be such as to foster again the old academical idea. A University is not a warehouse for receiving an assortment of goods and testing whether they are up to sample. It has a double function. One is the discovery of new truths. The other, and primary function, is to supply trained intelligence which shall stimulate and guide the mind of the student along various lines of intellectual inquiry. A University helps to form a mental habit and attitude; it seeks to impart philosophic breadth and grasp; it lays down the principles of learning, and unifies knowledge. To test results is an accident, an inseparable accident perhaps, but not of the essence of a University. Were we called upon to decide between University instruction without examination and examination without University instruction, we should not hesitate in our choice. In Ireland the sense of collegiate life, outside Trinity College, Dublin, needs to be restored. Rigid programmes of study laid down by outside authority tend to the intellectual isolation of teachers. A Professor feels that his College is not a College of the University, but one of many rival institutions bound together by a cast-iron framework of examinations. If the Colleges are still to subsist in any relation to a common University, they must take their place as organic parts of that University. The interchange of ideas between teachers of different departments, and even of different Colleges, will, we may hope, then be quickened, and the feeling revived that the members of a University form a Corporation of Learning. To the students, the decay of the old academic principle has been an incalculable loss. Private study and private "coaching" lack the very elements which confer on University education its ideal value—the personal intercourse between teacher and pupil outside the class-room, the comradeship and *esprit de corps* of collegiate life; the generous rivalries of the Field or the Debating Society; the contact of minds and the play of intellect; in a word, all that full and varied existence which remains a cherished possession in after days. If there is any country in which it appears unnatural to discourage this particular factor of University life, it is Ireland, where social and human influences enter so largely into the best qualities of the race.

Necessity of
restoring the
academical
principle.

So far we have considered the defects in the existing system from a purely educational point of view; but apart from these defects and on a different ground, Roman Catholics do not avail themselves, to any considerable extent, of the existing State-endowed Colleges. The Queen's Colleges have been condemned by the Roman Catholic Hierarchy as being intrinsically dangerous to faith and morals; and Catholic parents, on account partly of the episcopal condemnation and partly of the consequent absence of religious influences in the Queen's Colleges, have declined to send their sons

The religious
difficulty.

SECTION II.
ROYAL UNIVERSITY SYSTEM.

to be educated in these institutions. Trinity College stands similarly condemned, and only a very small proportion of its students are Catholics. The result is that the Roman Catholics of Ireland, forming 74 per cent. of the whole population, a large number of whom are interested in the question, are, as a body, unprovided with any adequately endowed University education, of which they are willing to avail themselves.

SECTION III.
THE RELIGIOUS DIFFICULTY.Historical
summary.

III.—THE RELIGIOUS DIFFICULTY.

To understand this phenomenon, it is necessary to hear in memory the historical events which have led up to the present situation. These we do not propose to rehearse, especially as the evidence of our colleague, Mr. Starkie, contains an interesting historical *resumé*.¹ But the leading dates may be conveniently noted.

Before 1793, there was no University in Ireland to the Degrees of which Roman Catholics were admitted. In that year, the Degrees of the University of Dublin were thrown open to all; and, as a matter of fact, this privilege was so largely made use of that for fifty years there was hardly an Irish Roman Catholic layman of eminence who had not been educated at Trinity. The case of the Roman Catholic clergy (untouched by this legislation) was considered by the Irish Parliament to require separate provision, for the ecclesiastical seminaries on the Continent, to which the Irish youth had resorted, were swept away in the French Revolution, and the legislature deemed it impolitic to allow students to be exposed to the "contagion of sedition and infidelity"² in the non-religious schools of France. Hence the establishment of Maynooth in 1795. (Its increased endowment took place in the same year as the establishment of the Queen's Colleges, 1845.)

Maynooth

The Queen's
Colleges.

After the passing of these Acts of 1793 and 1795, the next measure for the education of Roman Catholics was in 1831, when the National system of primary education was instituted; while the subject of University education was not dealt with by Government until the Bill for establishing the Queen's Colleges was introduced and carried by the administration of Sir Robert Peel, in 1845. The Colleges were opened in 1849. The Queen's University, of which the Queen's Colleges were the constituent Colleges, received its charter in 1850.

In the highly controversial chapter of history opened by Sir Robert Peel's proposals two facts stand out, which are not always remembered. On the one hand, the contemplation of the authors of the scheme was that "in localities like Cork and Galway the Colleges must necessarily be in the main Roman Catholic."³ On the other hand the attitude of the Roman Catholic prelates was not at first by any means so inexorable as it ultimately became. The hostility, however, intensified and has never been relaxed.

Papal Rescripts.

The first Rescript from Rome on this subject was dated 9th October, 1847—it described the Colleges as involving "grave danger to the faith of Catholics." The next Rescript was dated 11th October, 1848, and described the danger as "intrinsic." The third Rescript was dated 18th April, 1850, and forbade priests to accept appointments in the Colleges, and directed the Bishops to "frame rules, to be observed everywhere, for withholding the faithful from frequenting the Colleges."⁴

Synod of Thurles.

In historical connection, two other events should be noted, as still further darkening the prospects of the new Queen's Colleges. In 1850, the Synod of Thurles decreed the establishment of the Catholic University in Dublin, although many difficulties deferred its opening by Dr. Newman in 1854. The position of this institution, as a competitor with the Queen's Colleges, was indicated by Dr. Newman's remark that "to ask the Pope to withdraw his censure of the Queen's Colleges was simply asking him to extinguish the projected University, for both could not flourish."⁵ The other event to which

¹ *Appendix to Second Report*, pp. 182-192.² Sir J. Graham, *Howard*, vol. ix., p. 366.³ *Lecky, History of Ireland*, III., pp. 348-9. ⁴ *Appendix to Final Report*, p. 12.⁵ Newman, "*My Campaigns in Ireland*," p. xiii.

we refer was the agitation in England in 1850, which led to the Ecclesiastical Titles Act, 1851. It was under these unpropitious omens that the early years of the Queen's Colleges were cast; and it was the author of the Durham letter to whose Government fell the delicate task of carrying out the projects of Peel.

Sacrosanct III.
The Resonance
Dormitory.

In 1866 the first overt step was taken which implied a recognition by British statesmen that as regards the larger part of Ireland, the Queen's Colleges were not accomplishing their object. In that year, the abortive Supplemental Charter (ultimately ascertained to be illegal) was granted, purporting to enable the Queen's University to confer Degrees on persons who had not studied in a Queen's College.

The "Supple-
mental Charter."

Intervening between this and the abolition of the Queen's University and the establishment of the Royal University in 1879, the leading events are Lord Mayo's negotiations with the Roman Catholic prelates, and his announcement in 1868 of the intention of the Government to grant a Charter to a Roman Catholic University (an intention which came to nothing, owing to the failure of the negotiations); the introduction and defeat of Mr. Gladstone's University Education (Ireland) Bill of 1873; and Mr. Fawcett's Act of 1873, which abolished tests and threw open to Roman Catholics every post of honour, dignity, and emolument in the University of Dublin. As the immediate sequel of this Act, is to be noted the resolution of the Board of Trinity College, dated 3rd November, 1874, that they were willing to confer similar privileges to those enjoyed by the existing Divinity School on any other religious body desirous that its candidates should be instructed in Trinity College. These measures did not lead to any increase in the number of Roman Catholics entering Trinity.

Lord Mayo's
proposals.

Fawcett's Act.

In mentioning the Acts of Parliament establishing (in 1879) and endowing (in 1881) the Royal University, it is instructive to observe that these things were done (as was the granting of the Supplemental Charter of 1866), during that educational period in which examinations and "results" were deemed in England to be everything. Accordingly, to found in Ireland a University formed on the model of the London University, as at that time constituted, and to give to Roman Catholics access to its examinations and Degrees was, in the legislative estimation of those days, to give them the sum of University education.

The Royal
University.

The Royal University cannot be said to have been the product of any spontaneous or deliberate movement on the part of any educational or religious party in Ireland; and from an early period in the history of that institution it became apparent that the controversies of former times had not been closed, while at least one new discontent had arisen—among the supporters of the abolished Queen's University. The demands of the Roman Catholics for a University of their own were renewed; and converging, as they did, with the educational objections to a merely examining University, have acquired an increased strength.

We do not consider it to be for us to discuss whether the Roman Catholic Bishops were justified, or not, in taking the action that has led to the Roman Catholic population standing aloof from the existing State-endowed Colleges. Whether they were right or not, this state of affairs exists; it is disastrous to the interests of education; and, so far as appears, the difficulty will continue unless met by a scheme which will be accepted by the Roman Catholic Hierarchy. It, therefore, becomes necessary, before discussing the various proposals that have been brought before us, to ascertain the nature of the Roman Catholic objection to the Queen's Colleges. The nature of this objection has been fully and authoritatively set forth by the Most Rev. Dr. O'Dwyer in the following passage from his evidence:—

Nature of the
Roman Catholic
objection.

"Now, it might be well, my lord . . . if I stated why the Catholics of Ireland did not accept [the Queen's] Colleges. These Colleges were based on what was called the mixed system of education; that is, that people of different religious professions should all frequent them, that nothing should be taught in the Colleges

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THE RELIGIOUS
DIFFICULTY.

but secular knowledge, and from that teaching steps should be taken by the Government to exclude anything that was tinged with infidelity, or that might hurt the religious feelings or convictions of the students who were there. Now that is one ideal of education. Over and against that ideal of education is our Catholic ideal. Our ideal of education is that religion and secular knowledge cannot be separated, and that at the time between, say, eighteen years of age and twenty-five years of age, when every thinking young man is turning over in his mind the fundamental questions of life—questions that are at the bedrock of all belief—that it is necessary for him to be brought up in surroundings that will be congenial to his faith and favourable to the growth of it. We hold that pure secularism, even supposing that it was possible—that is, the theoretic secularism, that would be absolutely neutral as regards religion—we hold that that is not the true way in which to educate young men. Furthermore, we say that pure secularism may theoretically exist, but that it cannot permanently exist as the system of an educational institution—that all the Sciences that are taught in a university come in contact with so many aspects of religion and so many views of religious life, that it is impossible to teach secularism purely without in one way or another touching on the religious issues. Now, to take a concrete example, the instance of the secularism with which we have to deal in these Queen's Colleges, we have Sir Robert Peel and Sir James Graham telling us that if you set up a system from which you exclude all tests, that there is the danger of the faith of the students being sapped by professors of secular knowledge, that it is necessary to take measures against that, so much so that Sir Robert Peel said, "As to infidelity we are all agreed, Roman Catholics, Presbyterians, and Protestants, to repel infidel doctrines. You cannot doubt that any attempt to disseminate such doctrines will be repelled if you commit to the Crown the power of visitor to these academic institutions." Now, Daniel O'Connell was in the House of Commons, and his answer was this:—"We, the Catholics of Ireland, will not trust the faith of our people to the guardianship of the Crown. You admit there is a danger; you admit that we should be protected; and you, a secular Government, you, a Protestant Government, ask us to constitute you the protector of our people's faith. That we will not do." Therefore he held, as we all have held, that there is but one authority as to questions of doctrine that Catholics can accept—that is the authority of their own Church. That is the essential objection we have. Furthermore, there was the question of the appointment of professors. The appointment of professors was reserved to the Crown, and the removal of professors; so that if the Crown were satisfied as to the fitness of the professor, not merely in the capacity of teacher of his own business, but in relation to the faith of the Catholic people of Ireland, he was to be appointed on that judgment without any reference whatsoever to us. Now, it is quite obvious that the citizens of a Catholic city like Cork or the Catholic people of Munster had no security whatsoever on which they could rely for the faith of their sons if they sent them to the Colleges on these conditions. I would also like to remark that at that time, when these Colleges were offered as the one opportunity of getting higher education in Ireland, to the Catholics, that every University of the Three Kingdoms, except the London University, was denominational, a strictly denominational institution. Trinity College at that time was a strictly Protestant place; Oxford and Cambridge were strictly Protestant places; all the Scotch Universities, I believe, were Presbyterian institutions; and the Government, in 1845, said "Provision has to be made for the education of all religious denominations throughout the Three Kingdoms in strictly denominational institutions, except for the Catholics of Ireland, and we will try the experiment of mixed education upon them." Well, the Catholics of Ireland have fairly answered, *Experimentum facti in corpore uult*; you had better not try it on us, and they refused to go into an experiment of that kind. I think these were substantially the reasons why the Catholics of Ireland refused to take the Queen's Colleges, and they held that these objections were inherent in the constitution of the Colleges.

"There is a matter that comes in here, my lord, that I think might be usefully explained for the guidance of the Commission, and it is this; the Colleges were condemned as dangerous, but individual Catholic students have never been formally and expressly forbidden to go to them, and you will observe that there has been a certain number of students going to these Colleges which have been so condemned. Now, danger is a relative thing. If the Colleges were condemned as intrinsically bad—that is, that it was a wicked thing for a Catholic to go to them—then, under no circumstances, would a Catholic be allowed to go by the authorities of the Church. But the decisions of the Church have been a warning to Catholics that they were not safe places for them. Particular circumstances may arise in individual cases that would make it a practical necessity for a young fellow to avail of the education that he would get in those places, and it would be then for him, settling his own conscience for himself, to determine whether for him individually the danger was as great as it was declared to be generally, and, furthermore, whether he might not take in his own particular case such precautions as would neutralise the danger for him. That was, as I understand it, the meaning of the condemnation of the Holy See and of the Bishops of these as places intrinsically dangerous to the faith and morals of the Catholic people; that is, that as a system there was danger in them to the faith of the people, they could not be accepted as the system generally of education for the country; and, further, every individual was warned that he should avoid it unless there was some necessity that compelled him to go there, and then should take precautions to protect himself against its dangers."

¹ Evidence of the Most Rev. Dr. O'Dwyer, *Appendix to First Report*, pp. 17-18.

IV.—RESULTS OF EDUCATIONAL DEFECTS AND THE RELIGIOUS DIFFICULTY.

SECTION IV.
RESULTS OF
EDUCATIONAL
DEFECTS AND
RELIGIOUS
DIFFICULTY.

From the religious difficulty it has, as matter of fact, resulted that a comparatively small number of the Irish population go to College at all; from the defective system of the Royal University it has resulted that the education supplied to those who go is not what it should be. It should be noted that there is no parallel between the position occupied by the Royal University in Ireland and that occupied by the University of London (even before its reorganisation) in the educational system of the two countries. In England those who were dissatisfied with a purely examining University could choose between a number of residential Universities of various types. In Ireland, for the mass of the people, it has been the Royal University or nothing. This University, though created to meet the religious difficulty, has neither solved the difficulty, nor satisfied educational needs. The evils arising from the want of a higher education, truly academic, and at the same time acceptable to the majority of the Irish people, are far-reaching, and penetrate the whole social and administrative system. The Roman Catholic clergy are cut off from University training. School teachers, too, have no sufficient motive to graduate. No University provision is made for the training either of primary or of secondary teachers. Again, the one College—University College, Dublin—which meets with the entire approval of the Roman Catholic Church, is crippled on the side of the practical sciences. It has no funds for the equipment of laboratories, and of all that the prosecution of these studies demands. This is the more to be regretted as this College, in spite of very limited resources, has maintained its teaching up to a high academical standard in the department of Arts. On the whole it would seem that the Roman Catholics, even more than the members of other denominations, have failed to obtain through the Royal University and the Colleges connected with it, that combination of general education with technical knowledge which is required by the social conditions now prevailing in Ireland. Young men who might find useful careers in industrial and practical pursuits are drawn away by the cheap attractions of an Arts Degree that can be obtained simply by examination results. There appears to be a dearth of the trained capacity necessary for professional posts in the several departments of applied Science. Of the successful candidates in Arts some of the abler men go to the Bar; many, we are told, find their way into the lower grades of the Civil Service; others, whose natural fluency has been aided by practice in examinations, become journalists; but this profession, by common agreement, is overstocked. The kind of literary education which the Royal University promotes has been pushed beyond due limits, and has become a source of weakness rather than of strength to the country. The Most Rev. Dr. O'Dwyer, in speaking of the boys in Roman Catholic schools who win most of the prizes in the Intermediate Examinations, says:—"Nine-tenths of them are lost; they are going now to swell the ranks of the *déclassés*, they have got half an education; they are not farmers, nor are they artisans, nor are they shopkeepers, but they have a smattering of Classics, they have a smattering of Mathematics, they have a smattering of Modern Languages, and they are half-educated." "They are," he adds, "led up to the door of the University . . . and then left absolutely helpless in the world."¹ The facts placed before us in evidence lead us to fear that much the same thing might be said of many who enter the door of the Royal University and pass into the world as graduates.

Evils arising from the want of higher education.

University College, Dublin, unable to meet requirements of science education.

More than one Chief Secretary for Ireland has confessed that in making appointments he has found it difficult to find among the candidates well qualified Roman Catholics. The chief cause of this failure lies in the religious difficulty or scruple which cuts off the people at large from free

Dearth of properly qualified Roman Catholics for responsible appointments.

¹ Evidence of the Most Rev. Dr. O'Dwyer. *Appendix to First Report*, p. 24, col. 2.

SECTION IV.
RESULTS OF
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DIFFICULTIES.

Evils from the
economic point
of view.

access to University education. Hence a double evil—on the one hand, a want of training in special branches of knowledge, and on the other, a low standard of general culture. We are, indeed, told by competent observers that there are signs of an awakening intellectual life throughout Ireland, manifesting itself in various movements, among others in the study of the Celtic language and literature, on the part of the younger generation, who, though they lack the facilities for organised study, are aware of the dignity that learning adds to national existence. If such forces are at work even within a limited circle of able young men, the fact is of good augury for the growth of a new academical ideal. But in any case it cannot be disputed that there are very many Roman Catholics who, though they may not share these higher aspirations, are keenly conscious of the disabilities, due to backward education, which impede their material advancement in the world.

The evils arising from the want of higher education adapted to the Roman Catholics have also been pressed on us both from the economic and from the social point of view. Mr. Horace Plunkett¹ has urged that in the administration of his own Department (the Department of Agriculture and Technical Instruction), whatever be his starting point, he is brought back to educational requirements. He needs highly trained inspectors of agriculture and teachers of practical science; but the demand cannot be satisfied in Ireland. Again, it rests with his Department to combine in a working system the two principles of local self-help and State-aid, which the legislature has recognised. Schemes have to be drawn in conjunction with local bodies all over the country. In particular, there are two bodies, of a representative character, which act as advisory Boards to the Department, one for Agriculture, the other for Technical Instruction. The ultimate financial control rests with these Boards, which can veto all the schemes of the Department. It has, therefore, become of paramount importance that not only the leaders of commerce, but also the better class of farmers and traders on whom such responsible duties may devolve, should have a knowledge of sound economic principles. Every form of economic heresy is, we are told, rife in Ireland, and the teaching of political economy has not yet been brought within reach of the people.

Evils from the
social point of
view.

The Most Rev. Dr. O'Dwyer,² taking a comprehensive survey of the situation created by social changes and by recent legislation, argues in a similar sense. The educated classes, who might be regarded as the natural leaders of the people, have, as he says, lost their old position; immense political and social power has been transferred to municipal bodies, whose members belong largely to the working classes; and both in town and country the new leaders of the democracy must be educated, if danger to the community is to be averted.

SECTION V.
PROPOSED
REMEDIES.

V.—ANALYSIS OF THE PROPOSED REMEDIES.

On a review then of the existing state of University instruction in Ireland outside Trinity College, Dublin, what is required to be done is to render that instruction more educative in its quality, and to remove the barriers which religious scruples at present find in the way of such education reaching all persons who are likely to profit by it.

University of
Dublin outside
scope of inquiry.

In our consideration of this problem we were invited to deal with one proposal which we considered to be outside the scope of our reference. We mention it not to suggest any regret that we could not entertain it, but in order to clear the ground. At an early stage of our proceedings³ the question arose as to the effect of the terms of reference by which our inquiry was limited to "higher, general

¹ Evidence of Mr. Horace Plunkett. *Appendix to Third Report*, p. 224, and *passim*.

² Evidence of the Most Rev. Dr. O'Dwyer. *Appendix to First Report*, p. 28.

³ *Appendix to First Report*, p. 30.

and technical education available in Ireland outside Trinity College, Dublin." We were of opinion that the educational institution variously described by the witnesses whom we have examined, and also in legal documents, as "the University of Dublin," "the University of Trinity College, Dublin," or "Trinity College, Dublin," was by these terms expressly excluded from the sphere of our inquiry. That this was the intention of the framers of the reference, is evident from the terms of the reference, having regard to the constitution of the University of Dublin.

But although we were not at liberty to entertain any proposal by which the status of Trinity College as an educational institution could be affected, various matters relating to that institution were necessarily brought before us in the course of our inquiries. The system of education which is there adopted was suggested by some witnesses as an example, which ought to be followed in any University or College to be established in Ireland; while others pointed out dangers which, from their point of view, it involved. The mode of election to the governing body, by competition as distinguished from nomination, was explained. We acceded to the request of certain of the witnesses who desired to express their individual opinions with regard to the University of Dublin, not for the purpose of recommending any particular scheme for our adoption, but in order to illustrate the character of the University which they proposed, or to make their individual positions clear. For example, some of the witnesses who recommended the establishment of a Roman Catholic University did not regard it as the best possible solution; and the weight of their recommendations could not be estimated in the absence of a general statement of their views. Meanwhile, an interesting discussion took place in the public press as to the relations between the University of Dublin and Trinity College, to which His Grace the Roman Catholic Archbishop of Dublin contributed the pamphlet which we have printed in our Appendix.¹ And, lastly, a statement was submitted to us, which will be found in our Appendix, on behalf of "Catholic laymen who support a solution of the University question on the lines of collegiate education within the University of Dublin."² The signatories were aware from the report of our decision³ that we had no power to recommend the particular mode of carrying out their desire which is advocated in this statement. We therefore accept their communication as an expression of the views which they desire to lay before the public, and also as an explanation of the circumstance that the signatories have not come forward, collectively, or individually, with a single exception, to aid us in our endeavour to find a solution of the questions submitted to us, within the limits of our inquiry.

We do not propose to consider the constitution of Trinity College, or its relations to the University of Dublin, further than is necessary for the purpose of defining the limits of our inquiry, in view of the suggestions that have been laid before us. The subject has been fully dealt with in the judgment of the Master of the Rolls in Ireland, referred to in the pamphlet which we have mentioned, and in two learned introductions prefixed to Catalogues of Graduates, published in 1869 and 1898, the latter of which was written by the Right Hon. Sir Joseph Napier, formerly Lord Chancellor of Ireland, and Vice-Chancellor of the University.

When Trinity College was founded by Royal Charter in the year 1591 as *Collegium mater Universitatis*, it is probable that the kind of University present to the minds of the founders was that with which they were familiar at Oxford and Cambridge, rather than the University, or corporation, of a single College, better known on the continent. The Charter of James I., which conferred on the College the status of a University (*dictum collegium sit et habeatur Universitas*) contemplated the establishment of other Colleges or halls within the University, and evidence of a similar intention is to be found so

SECTION V.
PROMOVED
REMARKS.

Object of Commission in admitting certain evidence relating to Trinity College, Dublin.

Relation of Trinity College to the University of Dublin.

¹ Appendix to Final Report, p. 28.

² Appendix to Third Report, p. 881.

³ Appendix to First Report, p. 30.

SERVICES V.
PROPOSED
REMEDIES.

Trinity College
and the Univer-
sity of Dublin.

recently as the year 1793. This intention, however, was never carried into effect. The University of Dublin, as such, never received formal incorporation. The Charter of James I., already quoted, vested the power of electing Parliamentary representatives in the members of the corporation of the College (*praefatis praeposito, sociis, et scholaribus, dicti collegii*) by whom the franchise was exercised until the passing of the Reform Act of 1832. This statute, while it used the phrase "University of Dublin," overlooked the distinction between a University and a College, inasmuch as it included in the constituency persons obtaining "a scholarship or fellowship in the said University." There are professors who are styled as of the University, but their salaries are provided out of the funds of the College, by the governing body of which they were, until recently, appointed. The University as such, is possessed of no property. The Senate of the University is presided over by the University Caput, consisting of the Chancellor or Vice-Chancellor of the University, the Provost of Trinity College, and a University officer called the Senior Master non-regent. The Chancellor is a University officer, but he was elected by the governing body of the College until the year 1857, when the Senate was incorporated by Letters Patent. And although Degrees are conferred in the name of the University, the effective power of granting them remains in the College, under the words of the Letters Patent of 13 Charles I., *graduumque collationes defendant et concedant*, and the provisions of the Letters Patent of 1857. The Senate, even since its incorporation, possesses no power of initiative. It can only deal with a "grace" coming before it from the Board of Trinity College, by either rejecting it, or accepting it without amendment.

The union between the College and the University was rendered more close by the establishment of an Academic Council in the year 1874. This body, which is representative of graduates and professors of the University, as well as of Fellows of Trinity College, shares certain duties of the Board in regard to the regulation of studies and appointment of professors, in a manner which is possible only so long as the present relations between the College and the University continue to exist.

The relative positions of the College and the University appear to have been stated with accuracy by Sir Joseph Napier in the paper already referred to, when he described the latter as "distinct from, though dependent on, its master, the College." Regarded from the point of view of form, the distinction is apparent; but if we look at the reality of things the dependence of the University upon the College becomes a matter of substance. This practical view was present in the mind of the Master of the Rolls when he spoke of "Trinity College and its University of Dublin, inseparably and indistinguishably blended with it."

The various schemes which have been suggested for establishing a College or Colleges within "the University of Dublin" differ widely in detail, but they possess one feature in common with the Irish University Bill introduced in the year 1873. They all involve the abolition of the University as it has existed for more than three centuries, in connection with and dependent upon, Trinity College, and the establishment in its place of a new University of a different type. The use of the same name cannot disguise the fact that the old University and the new must necessarily be different in constitution, in government, and in the relation of College to University. Whether the change would be in the interests of education, and whether the Degrees of the new University would attain the prestige which attaches to those familiarly known as of T.C.D., are questions in regard to which opinions will differ. It is enough for us to say that the status of Trinity College, and its relation to the University, must be profoundly affected by any such change, and that Trinity College has been expressly excluded from the sphere of our inquiry. It is obvious from the foregoing statement of their existing relations, that it would be impossible to deal separately with University or College. No solid argument could be founded on the use of either expression, where the two things are so intimately united, and a glance at the evidence which we have printed will show how frequently the form of speech employed in the terms of reference is used by witnesses who have no thought of distinguishing between College and

University. It is hardly necessary to add that we should not have been justified in spelling out from words of exclusion, even if we regarded them as ambiguous in themselves, the extension of our jurisdiction to a question of such magnitude as the continuance of the existing University of Dublin in its relation to Trinity College; and that this question, if it had been intended to submit it to us, would certainly have been directly and expressly included in the terms of reference.

We proceed to examine those proposals which we have deemed to fall within the scope of our reference. On educational grounds we think that every University ought to be a teaching, and not merely an examining body. From this point of view, the Queen's University was preferable to the Royal University in its theory of University work. On the other hand, the Queen's University *de facto* did not educate Roman Catholics generally, because they did not go to it; while, as already explained, the Royal University does, in its way, minister to the educational requirements of Roman Catholics. Accordingly, the revival of the Queen's University could only be regarded as solving the existing difficulty, if the constitution of the Queen's Colleges be found, or could be made, to meet the scruples of Roman Catholics.

If the problem could be dealt with now as it presented itself in the early days of the Queen's Colleges, and if the history of the intervening fifty years could be ignored, it is conceivable that a solution might have been found, without organic change, by making the administration of the Cork and Galway Queen's Colleges more sympathetic with Roman Catholic difficulties. It might have been hoped that, given a certain number of Roman Catholic holders of College offices, the institution, perhaps, of dual Chairs in Philosophy, the endowment of Deans of Residences, and similar conciliatory measures, the system of the Queen's Colleges might in practical working have proved tolerable enough to Roman Catholics. In the same view, it might have been hoped that the institution of a fourth Queen's College in Dublin, to be administered in a similar spirit, would in conjunction with the existing Queen's Colleges have completely fulfilled the requirements of the country.

But, be this as it may, the situation in 1903 is widely different; and the intervening events have opposed the most formidable barriers to such a solution. For fifty years the Roman Catholic prelates have banned the Queen's Colleges; successive British Ministers have negotiated with them regarding the establishment of a Roman Catholic College or University; for twenty years the existing Roman Catholic University College has been in receipt of a substantial endowment from money assigned by Parliament to University education; and recent utterances of Ministers have inevitably kept up the expectations and the demands of the Roman Catholics.

In these circumstances we do not conceive it to be useful to enter upon a speculative examination of measures which might in other conditions have availed.

In turning to the specific proposals which have been submitted to us, it is right to point out that the last official statement of the Bishops, issued in 1897,¹ does not insist on the strict denominationalism formerly demanded. The Bishops therein declare their readiness to accept the Test Acts and open the emoluments of the projected institution to all comers. They also accept the principle that laymen shall preponderate on the governing body. We must, however, note that the various proposals which we proceed to discuss have all a common basis and common characteristic. Whether College or University be the form of the new institution, that institution, if it is to serve its purpose at all, must be a Roman Catholic institution. This does not imply that, in the daily tenor of its secular teaching, there would necessarily be any inculcation of distinctive Roman Catholic dogmas. But, setting on one side all logomachy about whether the proposed institution would be denominational, or denominational as compared with other Colleges in Ireland, its *raison d'être* is that its teaching shall be effectively guaranteed to be safe to the faith and morals of Roman Catholics. The

SECTION V. PROPOSED REVISIONS

Proposals with
which Commissions
are concerned.

A solution on the
lines of the
Queen's Colleges
no longer practicable.

The denominational element
essential in subsequent proposals

¹ Appendix to First Report, pp. 387-388.

SECTION V.
PROPOSED
REVENUE.

practical expression of this fundamental condition is the dominant influence of the Roman Catholic Bishops, in safeguarding faith and morals within the proposed institution. The machinery by which this object would be accomplished with the least interference with academic ideas will be explained in a later Section.¹ At present it is only necessary to note that this feature is of the essence of these proposals; and that such circumstances as the absence of tests, the openness of the classes, and a lay majority on the governing body are entirely consistent with its existence.

Such being an essential condition of the proposals, whether for a Roman Catholic University or a Roman Catholic College and in whatever University, it will be noted with regret that they run counter to the hope that the Irish youth of all creeds might meet and mingle in College life. Yet the importance of this consideration is largely diminished by the fact that unhappily this meeting and mingling does not at present exist to any substantial extent, and that what has to be abandoned is a lingering hope rather than a reality.

Large expenditure common to all proposals.

Another condition common to all the proposals, whether for College or University, is that they involve a large expenditure of public money. On all grounds, we are strongly of opinion that unless what is done is done on an adequate and impressive scale, it need not be done at all. It is necessary that in the dignity of the buildings, the emoluments of the teachers, and the equipment of the establishment, the institution should command respect and inspire enthusiasm. We regret to say that even from the most sanguine witnesses we have not received any prognostications of private benevolence aiding this great object. The circumstances and history of the country are rather looked to as having a claim for the public endowment of an institution necessary for the intellectual development and social stability of Ireland.

Estimate of the number of students to be provided for.

In considering the proposals for a distinctive academic institution for Roman Catholics, it is natural to inquire for what number of such students provision should be made. This is a subject on which opinions widely differ. On the whole, we are satisfied that the religious difficulty has kept back from University training considerable numbers of persons who might have been so trained with advantage to themselves and to the community. From the nature of the question, it is impossible to estimate otherwise than very generally the number of suitable persons of the Roman Catholic faith who might be expected to study in a University if this religious difficulty were got over. Some of the estimates made by witnesses are manifestly excessive, and it is highly undesirable to force persons in influential positions to back their estimates by driving into a collegiate life all the more or less promising products of the primary and secondary schools, for whom different careers might be much more appropriate. But, in the most sober view, it seems to us that there is material for a collegiate institution of importance, if it enjoy the confidence of the Roman Catholic prelates.

The position of ecclesiastical students.

In estimating the probable number of undergraduates at such a College or University a question of great interest and importance arises. Would the young men studying for the priesthood attend it? When regard is had to the great influence exercised in Ireland by the Roman Catholic Clergy, their large control of primary education as managers of schools, and, as things are, their own inadequate culture, the attainment for them of real University training and University life must bulk largely in any comprehensive view of the question with which we have to deal. Yet we are unable to say that it is probable that more than a small proportion of this class would attend even such a Roman Catholic College or University as we are presently to describe. It is true that the Most Rev. Dr. O'Dwyer and Chief Baron Palles have shown in their evidence a very complete consciousness of the importance of this matter. But as the result of the whole evidence it would appear that while some picked men would probably attend the course of study in the new College or University, the bulk would not. We have no occasion or right to examine or question the reasons which are deemed to make undesirable a more general resort to such a school of learning by the candidates

¹ Section VI., pp. 41-42.

for the priesthood. Nor do we report as finally resolved on by the authorities of the Roman Catholic Church, the result which we regard as probable; for it has been suggested, with fairness, that those authorities might desire first of all to see the College or University before deciding whether their future priests are to attend it. But what does appear is that in estimating the probable number of undergraduates in any Roman Catholic College or University, and in marshalling the arguments in favour of such an institution, it is not to be assumed that the bulk of the Irish priesthood of the future will go through a University training. We say this with full regard to the suggestion that some of the Professors in the new institution might also lecture or teach at Maynooth, and thus impart to the Maynooth students some of the benefits of the new training. This is good so far as it goes, but it leaves untouched the attainment by the class referred to of the liberalising training which is essential to the idea of University education, as that has been explained in a previous Section of this Report.¹ And in the treatment of this important subject of the Maynooth students, it will be found that the two ideas—that of bringing the Maynooth men into University life, and that of bringing some benefits of the University into Maynooth—are competing cures for an evil admitted by both. The educational principles which animate this Report lead us to a definite preference for bringing the Maynooth men into University life.

Another class that has to be considered in this connection is that of Teachers. The training of teachers for primary and secondary schools, under the liberalising influences of a University, has hitherto been lost sight of in Ireland, but is of special importance, if the condition of the schools is to be improved. In Wales there is a training college for primary teachers in connection with each University College, and teachers are encouraged to attend lectures, and to take Degrees; in Scotland a large proportion of the teachers are graduates; in England provision for the training of teachers has recently been made in day training colleges in connection with the Universities; but in Ireland there is no provision, in connection with the Universities, for the training of primary teachers, and no provision at all for the training of teachers for secondary schools. The loss to education thereby incurred is difficult to gauge. In the Roman Catholic secondary schools, the teachers, in the words of an authoritative witness, "have never received a true education,"² and, indeed, less than ten per cent. of them have University Degrees, while in the primary schools less than one per cent. of the teachers have graduated even by examination.

Every year more than 300 primary school teachers are sent out by the training colleges in Dublin and Belfast; and we think that, if facilities for obtaining University Degrees were offered, such as are provided in Wales, at least 100 of these might obtain the advantages of a University training.

Further, we consider that a large part of the teaching in literary and scientific subjects, at present given in the training colleges, might be undertaken much more fruitfully, and with a more liberalising effect, by a University College.

In like manner, the Universities should provide facilities for the training of teachers for secondary schools in the subjects of their profession, and we hope that if such are forthcoming, before many years no teacher will be recognised in a secondary school who has not a University Degree, and a certificate of competency in the subjects which he is engaged to teach. Such qualifications are required in the secondary schools in France and Germany, and, until they are considered indispensable in Ireland, it is an almost fruitless task to endeavour to raise the standard of higher education.

The two proposals which we are now to consider and compare are, the one for the establishment of a Roman Catholic University, and the other for the establishment of a Roman Catholic College as a constituent College in the Royal University, that University being made a teaching University with

Two proposals to be considered.

¹ Section II., pp. 22-25.

² Evidence of the Most Rev. Dr. O'Dwyer, *Appendix to First Report*, p. 20, q. 334.

Section V.
Proposed
Revisions.

(1)
A Roman
Catholic
University.

the Queen's Colleges as the other constituent Colleges. In what is now to be said it is assumed, but not affirmed, that either alternative is permissible as matter of general policy.

The institution of a Roman Catholic University has in its favour one consideration which is not in its nature academic at all, but has not the less its own importance—it would do what is called producing equality between Roman Catholics and Protestants in Ireland. The Roman Catholics assert (such is their argument) that the equality which they claim, implies two things, equality in the matter of endowment and equipment, and also equality in academical status; and that as Trinity College is not only a great College well endowed and well equipped, but also a self-contained University, they are entitled to a similar institution. In this light the educational wants of Roman Catholics and their adequate supply become irrelevant to the inquiry, so long as an identical standard of educational machinery is established. This argument is adverted to, not in order to canvass its merits, but because, as matter of fact, it enters largely into the movement for Roman Catholic University education, if it be not its strongest driving power. As a practical matter, therefore, it is certain that the institution of a Roman Catholic University would more completely meet the grievance, taken with all its ingredient elements, than the alternative remedy of a College.

Related to this, but resting on less questionable ground, is the consideration that in a University of their own the Roman Catholics would have the whole responsibility of the enterprise, and would throw into it their whole energies. They have at their command great educational ability, and in some quarters genuine love of learning, and they would have, both in Ireland and on the Continent, high standards of emulation.

Again, it is not to be overlooked that in a University it is more probable that there would grow up a strong academic class, the tendency of which would be to exercise a liberalising influence and to compete in influence with clerics.

Against these considerations there arises on the threshold the intrinsic objection to giving to an institution intended for one religious denomination, and largely controlled by ecclesiastics, the right to confer Degrees.

Even from the point of view of the religious denomination intended to be benefited, it is obvious that Degrees conferred by such a body would not pass current in the market of life, as compared with Degrees conferred by institutions resting on a broader basis. The practical importance of this objection would most plainly appear in Medicine, but the objection is not limited to the Degrees of that Faculty.

A new University in Belfast associated with this proposal.

When we turn from the position of the Roman Catholics themselves to the country generally, the proposal which we are now considering gives rise to another difficulty which is at present insoluble. The proposal for a Roman Catholic University has always been associated with the establishment of a University for Belfast. Yet it is sufficiently clear that Belfast does not desire, and would not in present conditions accept, a University. Now, whether the reasons for this attitude be good or bad, it has never hitherto been attempted to thrust a University on an unwilling community. It seems sufficiently certain that the dislike of a Roman Catholic University, which is widely prevalent in Belfast, would deprive any University now to be founded in Belfast as the complement or consequence of a Roman Catholic University, of that rising sympathy with collegiate studies which in less sinister circumstances would swell the sails of a new academic enterprise in the capital of Ulster. Moreover, the aversion of Belfast to a University is backed by, if not largely composed of, a not unreasonable doubt whether at present, at least, a Belfast University would rest on a sufficiently wide basis and would not be deemed too provincial to give her Degrees the value which now belongs to those of the Royal University.

Cork and Galway

There is this further practical difficulty in the way of the proposal now being considered, that it leaves Cork and Galway outside either University and virtually derelict, except indeed they were to be affiliated to a new Roman Catholic University.

The alternative proposal which we now proceed to discuss is to reconstruct the Royal University as a teaching University, with the three Queen's Colleges and a new College for Roman Catholics as its constituent Colleges, each enjoying a large measure of autonomy. The details of this system will be afterwards explained, and only the general advantages and drawbacks are now to be stated.

SERMON V.
PROPOSED
RECONSTRUCTION.

For this proposal, assuming it to be workable, it may fairly be claimed, that it comprehensively meets educational requirements all round. While doing away with the evils of the examination system, it leaves standing the Royal University and preserves the continuity of its Degrees while adding to their value. It involves no difficulty with Belfast, and it affords an opportunity for putting its Queen's Colleges on a better and more independent footing. It provides University education for Roman Catholic students in accordance with their religious views, and at the same time on a standard of secular education common to all the Colleges. It affords better means of recognising and advancing the education of women than are to be found under any other scheme.

(2)
Reconstruction of
Royal University
as a teaching
University.

Passing to the specific proposal, that there shall be, as part of the Royal University, a Roman Catholic residential College, it is claimed that this is not truly open to the objection that it introduces denominational endowment into the University system of Ireland, for that has been done already. This is a salient point, and in any impartial presentation of the subject it must receive high prominence. The College in Dublin which bears the name of University College and is conducted with much ability by Dr. Delany and other Jesuits, receives and has received for more than twenty years £6,000 a year out of moneys provided by Act of Parliament for University purposes. Questions were at one time raised as to the legality of those Fellowships being conferred on persons not members of the Royal University, but these have been overruled, and it is to be observed that those objections were purely academic and might have been met if Dr. Delany's colleagues had taken (as they easily might) Royal University Degrees. But the point is that, *de facto* and as matter of system, this Jesuit College has been and is to this considerable extent supported by public money; and the students of this College form an important part of the Royal University. The significance of this fact has led one of the ablest opponents of denominational education to say that the battle was fought by the undenominationalists and lost in 1879.¹ It is extremely difficult, so long as this system stands, to oppose on the principle of undenominationalism a grant to render efficient a purely Roman Catholic College. If, indeed, the course of least resistance were followed and the Roman Catholic claim were limited to a further subsidy of Dr. Delany's College, and its recognition as a constituent College, it is hard to see upon what ground of principle it could be resisted. Yet the fact that not this but a new College is proposed arises primarily from the meagre scale of the existing College making it unsuitable for expansion.

A new College
for Roman
Catholics.

For the Scheme now under consideration it may, therefore, fairly be argued that it only proposes to do directly and sufficiently what is at present done circuitously in method and meanly in amount.

Against these considerations there comes first an objection which is not to the educational merits of the scheme, but is at the same time of the highest relevancy. It is obvious to remark, and has often been remarked, that one of the essential conditions of the entertainment of any proposal for a Roman Catholic College or University is that it shall be acceptable to and accepted by the Roman Catholics. But, while its sufficiency to meet the purely educational requirements of the Roman Catholic population has been admitted by some, yet the proposal now under consideration has received no support from any Roman Catholic witness except as something which might be taken in the meantime, in default of better things. And the Most Rev. Dr. Walsh in the introduction to his pamphlet "Trinity College and the

Objections.

¹ See Dr. Whittle's Pamphlet, *Appendix to First Report*, p. 370.

SECTION V.
FEDERATED
COLLEGES.

University of Dublin," dated 31st March, 1902, has, with direct reference to the work of this Commission, denounced and protested in advance against any scheme such as we are now considering.

Autonomy of the
Colleges.

Even assuming for it a different reception, the scheme does contain some inherent dangers owing to the relation of institutions so heterogeneous in material as would be a new Roman Catholic College and Queen's College, Belfast. It may be said that the difficulties in the way of any system of federated Colleges are here intensified by religious differences; and the governing body of the University might be the scene of quarrel or deadlock. To this the answer must be found in the concession to the Colleges of so large a measure of autonomy as will enable each academic community to follow out its own methods and aspirations, while at the same time all conform to the common standard of culture prescribed by the University. The occasions of friction between the Colleges and the University will be reduced to a minimum; in particular (as will be apparent from the more detailed explanation which follows), there will no longer be any question of any single College or denomination being over-represented on a Board of Examiners. Other defects commonly associated with a Federal University, will, we believe, be less obtrusive in the working of the constitution which we contemplate. The inconvenience arising from the distance between the federated Colleges, will be mitigated by the fact that the meetings required for the transaction of University business at a common centre, will be comparatively few in number. Above all, the freedom of teaching that will be secured to the Colleges under a constitution which permits each College to prescribe its own courses for Degrees, subject to University sanction, and to have a large share in conducting University examinations, will go far to meet the chief difficulty that has elsewhere been experienced in maintaining the federal bond. While the University, therefore, which we propose, deviates in a measure from any existing type of Federal University, the deviation occurs precisely at the point where the federal system has been found deficient in freedom and flexibility.

The tie between the autonomous Colleges will, in our opinion, still be sufficiently strong to give organic unity to the University. Nor does the autonomy accorded to the Colleges in its nature involve the ultimate development of each College into a University. On the other hand, neither a large measure of autonomy nor its absence can furnish any guarantee for the perpetuity, or even the permanence, of an institution which must depend on the co-operation of its constituent members. All that can be said is that the sphere of necessary co-operation is limited to regions purely academic, and its observance imposes no strain on even the most scrupulous conscience.

The scheme as a
whole meets
educational needs.

On a review of these conflicting considerations, we have come to be of opinion that the proposal for a reconstructed Royal University, with a new Roman Catholic College as one of its constituent Colleges, is that which would most completely meet the educational requirements of Ireland, taken as a whole. In so saying we assume, but do not assert, that the proposal would be accepted by the Roman Catholic Church, and that in consequence the Roman Catholic youth would be permitted to resort to it. We also shall discuss the scheme without pronouncing on the political questions which may be deemed to be involved.

SECTION VI.
THE SCHEME
RECOMMENDED.

VI.—THE SCHEME RECOMMENDED BY THE COMMISSION.

The Scheme, then, is one of a teaching University—the Royal University—with four constituent Colleges, the three existing Queen's Colleges, and a new Roman Catholic College. We shall speak first of the Royal University—its functions and reconstruction.

¹ Appendix to Final Report, p. 28.

While we deem it necessary and desirable that each of the constituent Colleges should have a large measure of autonomy, this implies no surrender by the University of her duty in fact, as well as in name, to teach through the Colleges, and for this end to order and maintain the standard of learning according to which alone she will confer her Degrees. We suggest that the graduation courses of studies in each College, while proposed by the College itself, shall require the approval of the governing body—which for shortness we shall call the Senate—of the University. But in this matter the Senate of the University would be aided by another University body—the General Board of Studies—composed of all the Professors in all the constituent Colleges, and of those Professors in the Dublin College of Science, whose subjects shall be recognised for graduation. This Board would be divided into groups, or Departmental Boards, representing the different Faculties. All the College schemes of study would thus come before a committee of experts, and much advantage might be expected from the various Professors of various religious views meeting and criticising the schemes. The Board of Studies would report to the Senate of the University, with whom the ultimate settlement of the studies should be. Should a scheme submitted by a College not be approved, it would go back to the College for reconsideration and new proposals. The University should, moreover, out of the funds at its disposal, be empowered to found scholarships and other higher prizes for the encouragement of learning and research, which should be open for competition to members of all the constituent Colleges of the University.

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THE SCHEME
RECOMMENDED.
Powers of the
University.

As regards the University examinations counting towards the Degree, it is proposed that they should be held in the Colleges and conducted by at least two Examiners in each subject—one being the College Professor, and the other or others being appointed by the Senate of the University as Extern Examiner or Examiners unconnected with any of the constituent Colleges of the University, or with any College whose teaching is recognised by the University; and no candidate should be passed without the consent of the University Examiner or Examiners. In order to ensure uniformity of standard it is desirable that the same Extern Examiners should act in the several Colleges. The Matriculation examination should be a University examination common to all the Colleges, and conducted by Examiners appointed by the Senate of the University.

Examinations

These being the principal functions of the University, the present constitution of the Senate of the Royal University (however well adapted to existing circumstances), cannot be regarded as suitable for their execution. We think that the new Senate might be composed of the following:—

Governing Body
of the University

- Chancellor.
- Vice-Chancellor.
- Heads of Colleges.
- Representatives of Professors.
- Representatives of Graduates from each College.
- Persons nominated by the Crown.

The total number should be sufficiently small to ensure a responsible and working administrative body. The number of representatives to be assigned to the several Colleges is a matter requiring careful and equitable handling, and, at the outset at all events, it may be necessary to provide by appointment by the Crown for a fair representation of the weaker Colleges.

The Senate of the University would have the management of the affairs of the University generally.

The question has been raised whether a power should be given to the Senate of the University to affiliate to the University collegiate institutions other than the four constituent Colleges, or to grant recognition of outside institutions or teachers external to the University. We have carefully considered this; and we think it safer that such power should not be given either

Powers of affilia-
tion.

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THE SCHEME
RECOMMENDED.

to the Colleges or to the Senate of the University. In the case of affiliation the reasons against allowing to the governing bodies so great a power of organic change are obvious, and we think that Parliament ought not in the present case to devolve this power. As regards recognition, it is extremely desirable that the standard of University training should be kept high; and, if it were within the competency of the Senate of the University to affiliate other Colleges or to grant recognition to the teaching of any of the numerous Colleges of various kinds which exist in Ireland, we fear that steady pressure would be brought to bear on that body in the interests of such institutions. It seems to us that attendance in such establishments cannot be said to have the liberalising influence of a proper collegiate training, would largely defeat the great objects which we have in view, and would bring back the evils of mere examination. We think that in the meantime at least it is undesirable to leave unsettled the question what are to be the teaching organs of the University. In the single case of the Royal College of Science for Ireland, for reasons which are subsequently given, we think it should be left to the University to determine what classes should be recognised for purposes of graduation.

The Roman
Catholic College.

In proceeding to sketch some of the leading features of the constitution of the proposed Roman Catholic College, we desire to make clear the conditions under which we have proceeded. Some of the provisions of the scheme are not such as would be proposed by us from a purely academic point of view. But if a separate College for Roman Catholics be necessary at all, provisions for the protection of the Roman Catholic religion within its walls are the direct consequence. It has seemed to us necessary and right that those provisions should be explicitly stated; and the object of this scheme is to harmonise this essential condition, as best may be done, with the system of a modern College.

It is also to be understood that we do not propose to set out, even in sketch, the whole constitution of the College, but those features only which are the result of the peculiar conditions with which we have to deal.

The College then would be situated in Dublin, would not be a local institution, but would be expected to draw students from all parts of Ireland. Our views as to the liberal scale necessary for its adequate establishment have already been indicated. We contemplate that it should have Chairs in Arts and Science, and that all the Chairs should be open to persons of all denominations. The existing Catholic University School of Medicine should be made to form the Medical Faculty of the new College. Should this be done it is obvious that the present constitution of this School, which stands upon a scheme framed by the Educational Endowments (Ireland) Commission of 1885, will require to be altered so as to meet the new position of the School as part of the new College. The reconstitution of the School would afford an opportunity for supplying the defects in the existing buildings and equipment, to which our attention was directed in the course of our inquiry.

Governing Body
of the College.

We think that the governing body of the College might be constituted as follows:—

The President, who would be head of the Teaching Staff,	1
Representatives of Professors,	6
Representatives of Graduates,	4
Bishops of the Roman Catholic Church	2
Representatives of the Corporation of Dublin,	2
Persons nominated by the Crown,	2
	<hr/>
	17

The Governing Body would manage the property and business of the College. It would see to the carrying out of examinations for Degrees in accordance with the requirements of the University. Its sanction would be required to the graduation courses of study to be proposed by the Professors for submission to the Senate of the University.

The President and Professors would be appointed by the governing body subject to the approval of the Crown, and each of these officers would hold under King's letter. They would hold office for life (or a term of years), or until grave moral misconduct proved to the satisfaction of the Visitors. It would also be a condition of their tenure of office that they should not teach or publish anything contrary to the doctrine of the Roman Catholic Church. No Professor should be deprived of office except with the concurrence of all the Visitors. The duty of choosing books for use in the College, so far as not prescribed in the course of studies settled by the authorities already specified, should be with each Professor in regard to his own class, subject only to the disciplinary powers of the Visitors.

SECTION VI.
THE SCHOLAR
RECOMMENDER.

Appointment of
Office Bearers.

We think that the Visitors might be four in number—two of His Majesty's Judges and two Bishops of the Roman Catholic Church. The Judges need not necessarily be members of that Church. In cases in which it is alleged that a Professor has taught or published something contrary to the doctrine of the Roman Catholic Church, the question of fact—what was said or published—would be for all the Visitors. The question—what is the doctrine of the Roman Catholic Church in the matter in question—would be for the Bishops alone. The question whether what had been taught was against that doctrine as interpreted by the two Bishops, would be for all the Visitors; and so would be the question of punishment.

Board of Visitors
of the College.

It has been remarked that the importance of this part of the constitution is apt to be exaggerated, and that the Visitors would rarely be put in motion. This last proposition is highly probable. All laws operate less through the enforcement of penalties than through their existence and sanction. The condition upon which *ex hypothesi* the Professors would hold their chairs, taken along with the provision that the dogma protected is to be defined by the Bishops, makes it improbable that teachers would often incur prosecution, especially as they would be themselves selected by a Roman Catholic governing body with two Bishops on it.

In order to perceive precisely the points of similarity and the difference between the position, in regard to religious matters, of a Professor in such a Roman Catholic College and a Professor in one of the Queen's Colleges, it is convenient to remember that the words of the Statute of the Queen's Colleges are as follows:—

Religious
 safeguards.

Every Professor shall, upon entering into office, sign the following declaration:—"I, A.B., do hereby promise to the President and Council of Queen's College, ——— that I will faithfully, and to the best of my ability, discharge the duties of Professor of ——— in said College; and I further promise and engage that in lecturing and examining, and in the performance of all other duties connected with my Chair, I will carefully abstain from teaching or advancing any doctrine, or making any statement derogatory to the truths of revealed religion, or injurious or disrespectful to the religious convictions of any portion of my class or audience. And I moreover promise to the President and Council that I will not introduce or discuss in any place or capacity of Professor, any subject of controversy, political or religious, tending to produce contention or excitement; nor will I engage in any avocation which the Council shall judge inconsistent with my office; but will, as far as in me lies, promote on all occasions the interests of education and the welfare of the College."¹

It thus appears that while in the Queen's Colleges what is protected from attack is described as the truths of revealed religion, and the tribunal to define those truths (for the purposes of any prosecution), must be the College Council, and ultimately the Crown—in the other case what is protected is the doctrine of the Roman Catholic Church, and the tribunal to define it consists of Roman Catholic Bishops. The expression of the formula in the statute of the Queen's Colleges is, of course, in itself unobjectionable to Roman Catholics; it is obvious that, given the authorities of their own Church as the judges of what are the truths of revealed religion, their security is complete. But it is better that what is meant should be definitely stated as the condition of holding office.

¹ Statute of the Queen's Colleges, Chapter V.

SECTION VI.
THE SCHEME
RECOMMENDED.Position of
Queen's Colleges
under the scheme.Queen's College,
Belfast.

We turn now to the Queen's Colleges, as constituent Colleges of the reconstituted Royal University, and shall state the organic changes which we would propose in each. Our recommendations as to the better equipment of each institution are to be stated in a subsequent and separate Section¹; at present we are to speak solely of constitution and governance.

In speaking of Belfast, we desire to express our high estimate of the value and importance of its Queen's College. It has unquestionably done admirable work, and is capable of large development.

We observe with great satisfaction that the community of Belfast, with growing wealth and intelligence, is manifesting an increased interest in higher education. While this disposition has in the meantime shown most overt activity in regard to those branches of education which relate to commerce and manufacture, there are signs of friendliness to and interest in culture generally. We think that Queen's College, Belfast, would receive more help and support from the community which she primarily serves, and that her influence would be correspondingly increased, if the College were less dependent in matters of administration on the Crown, and if means were devised for giving some of the leading men in Belfast some share in the administration of the College. There are in Belfast men possessing these important qualifications for such work—that they are accustomed to deal with large affairs, and would act with a single eye to the interests of the College. In proposing then that in the case of Belfast there should be a new governing body, and that two or three representatives of the public bodies of Belfast should have seats on it, we do not affirm any general principle about local municipal bodies being represented on College governing bodies. We find at Belfast that there are at the doors of the College those administrative abilities available for its governance which, in less strenuous communities, have to be sought for farther afield.

Governing Body
of Queen's
College, Belfast.

We suggest then that the administration of the property, finance and general business of the College should be placed in the hands of a governing body to be composed of—

The President,
Representatives of Professors,
Representatives of Graduates,
Representatives of Local Bodies,
Persons nominated by the Crown.

This body (which should be sufficiently small in number to ensure responsibility) would have the responsibility of sanctioning the graduation courses of studies to be submitted to the University, and of providing for University examinations, although in these educational matters the initiative would be with the Professors, who would submit what they proposed for the approval of the governing body.

Appointment of
Office Bearers.

We think that the governing body might be entrusted with the appointment, subject to the approval of the Crown, of the President and Professors, who should hold office under King's letter.

The professorial body would have the conduct of all purely educational matters.

Position of Cork
and Galway under
the scheme.

The position of the Queen's Colleges at Cork and Galway has given us much anxiety. The religious difficulty has hitherto confined the operations of both within very narrow limits, and if a new Roman Catholic College be established this will necessarily be a new cause, continuing to a certain extent the scarcity of students. At the same time good work has been done by both institutions, and the case of each must be separately considered.

Cork.

Cork is the natural seat of an important collegiate institution. The intellect of the people of Munster in a remarkable degree qualifies them for instruction. The city is important and flourishing, and is the centre of a

¹ Section VIII., page 44.

wide district outside the natural orbit of Dublin. The hospitals are large enough for the purposes of a Medical School. The existing buildings of the College are important and appropriate.

As a matter of fact, the success of Cork Queen's College has been chiefly in Medicine; the Medical School is at present a useful and substantial institution. We do not think that the Law School can be so regarded. The future of the Arts School, as well as of the College generally, seems to us to depend upon certain contingencies not much dwelt upon in evidence, but not the less important.

What is really necessary to the prosperity of Cork Queen's College is the removal of the barrier set up by the hostility of the Roman Catholic Church. We have already expressed the opinion that nowadays it is too late to think it probable that the Roman Catholic prelates would be content with the mere modification of the government of the Queen's Colleges as a complete solution of the Irish University question. But it is a different matter if (as we at present assume) a Roman Catholic College has been established in Dublin. Then it seems not impossible that to meet the cases of persons not going to that College, the authorities of the Roman Catholic Church might adopt a more benevolent attitude, if a reasonable share of influence in the College were given to representatives of Roman Catholic opinion. The condition of the College would still be not, it is true, in accordance with the Roman Catholic ideal of what it should be, but we hope that it might be made such as to secure the sympathy and support of the Roman Catholic population.

Necessity of removing the religious difficulty.

Having these considerations in view, we think that the Cork College might have for its governing body one similar to that which we have suggested for Belfast; and we should think it a fair and appropriate exercise of the Crown's power of nomination, if the Roman Catholic Bishop of the Diocese were one of those selected. Even apart altogether from the conciliatory effect which may be produced in the circumstances which we conjecture, the introduction of representatives of the prevalent religion seems to us fair and convenient; and ecclesiastical and civic persons would not be introduced to such an extent as to be disproportionate to the proper academic element. It appears to us also that some other minor concessions might reasonably be made in view of all the circumstances. The governing body might have power to duplicate certain Chairs, such as those of Mental Philosophy and Modern History, if it were found desirable, on the principle recognised by several foreign Universities. Also, if private endowments were forthcoming, Theological or Catechetical Chairs might be instituted. Deans of Residences in this, and in the other Queen's Colleges, should be officers paid by the Colleges.

Governing Body of Queen's College, Cork.

The position of Galway differs from that of Cork, in having a weaker base of operations. If the question were now where to place a College, probably no one would propose Galway. But the College does exist, it has admirable buildings, and it has done and is doing a certain amount of useful work.

Galway.

The same general considerations as have been stated in relation to Cork apply to Galway, and, while the case is slender, we are disposed to think that no final decision can wisely be come to about Galway until a similar experiment has been made. We think that the Law School should be given up, and the School of Medicine limited to the two first years of the curriculum. The governing body should be as at Cork, but with a difference. There is no civic life at Galway, and the social and economic conditions do not yield the men of affairs who are to be found at Belfast, and to some extent at Cork. We therefore think that the Crown should be looked to to select suitable persons and should have five nominees. The governing body would be composed as follows:—

Changes in Queen's College, Galway.

The President,
Representatives of Professors,
Representatives of Graduates,
Persons nominated by the Crown.

Governing Body of Queen's College, Galway.

SECTION VI.
THE SCHEME
RECOMMENDED.Position of the
College of
Maynooth and of
Magee College.

We cannot see our way to proposing any method of bringing the College of Maynooth and Magee College into the new University, even though no endowment be in question. They are ecclesiastical seminaries, and though in their own degree each is doing good work in the Arts classes especially, and the latter in the higher education of women, it does not seem to us possible, at present at all events, to find a place for them in such a scheme as we have suggested. We assume that in the case of Magee College, which would be deprived of the indirect endowment of £400 per annum that it at present receives, as well as in other cases where vested interests might be affected, the State would have due regard to the claims for compensation which would necessarily arise.

SECTION VII.
EXTERN STUDENTS.

VII.—EXTERN STUDENTS.

The foregoing scheme implies that the system by which Degrees are obtained by examination only, without collegiate training, shall be abolished. We consider, however, that a reasonable time should be given, within which existing students may complete their course under the regulations now in force, and intending students may adjust themselves to the proposed change. A period of three years ought to suffice for this purpose. When that time has elapsed, the Degree of the University of London will, probably, serve the purposes of the small number of extern students who cannot attend collegiate courses.

SECTION VIII.
ENDOWMENT OF
THE QUEEN'S
COLLEGES.Insufficiency of
present resources.VIII.—REQUIREMENTS OF THE QUEEN'S COLLEGES, AS
REGARDS EQUIPMENT AND ENDOWMENT.

Evidence was laid before us by the Presidents and Professors of the Queen's Colleges to the effect that the work of the Colleges is seriously impeded on account of insufficient equipment and endowment. The recommendations that we now put forward with regard to this question are based on the supposition that the present constitution of the Colleges is altered in the manner we suggest, and that the general scheme for the reorganisation of University education which we propose, shall be carried into effect.

Special claim of
Queen's College,
Belfast, to
increased endow-
ment.

In dealing with Queen's College, Belfast, we are concerned with an institution which has been admittedly successful even under rather adverse conditions, and which has elicited no small amount of local support. These circumstances, and the fact that under a favourable constitution the College gives promise of considerable development and expansion, entitle it in a special manner to generous treatment as regards endowment and equipment. The measure of its present resources, as well as the extent to which it has hitherto been aided by the State, is declared by the President to be far from adequate, and in his evidence, and in that of the Professors, the material wants of the College have been fully described. We recommend that a liberal addition be made to the general endowment of the College. We think that the allocation of the increased endowment should, as far as possible, be left to the new governing body, who will be in the best position to determine the manner in which the needs of the various departments should be dealt with. The exact amount of the increased endowment is a matter upon which we are not prepared to make a recommendation, but we think it useful to draw attention to some of the more serious deficiencies under which the College labours at present.

(1) The sum available for the general purposes of the College is an annual Parliamentary Grant of £1,600. We think that this sum should be largely increased, and should be allocated under such general heads as—(a) Library and Museums; (b) Departmental maintenance; (c) Research fund; (d) Fund for general purposes (lighting, heating, upkeep of grounds, &c.). The present arrangement, by which the addition of a new department to the College involves a decrease in the amount available for the maintenance of existing departments, cannot be regarded as satisfactory. Moreover, we do not consider that a grant which must be voted annually by Parliament is the best method of providing funds for a University College, of which the endowment should, as far as possible, be on a fixed and stable basis.

SECTION VIII.
ENDOWMENT OF
THE QUEEN'S
COLLEGES.

Fund for general
purposes.

(2) The teaching staff of the College is not large enough, with the result that, in some cases, two or more subjects, each of which is of sufficient importance to be entrusted to a separate Professor, have to be united under one Chair. Thus in the Faculty of Arts, English History and Literature are dealt with by one Professor, and there is but one Chair in the department of Modern Languages. In the Faculty of Medicine the subjects of Zoology, Botany, and Geology are entrusted to the Professor who occupies the Chair of Natural History; and further instances of the union of Chairs are mentioned in the evidence of the President of the College. We recommend that there should be separate Chairs in English Literature, in History, in Zoology, in Botany, in Geology, and that an additional Chair should be added to the department of Modern Languages. The present Chair of Jurisprudence and Political Economy should be replaced by two Chairs, and the subject of Political Economy should be made the chief department in the proposed new Faculty of Commerce. One of the most urgent needs of the College as regards its teaching staff is adequate provision for lecturers, assistants, and demonstrators. Each Professor should have at least one assistant or demonstrator, and in some departments where practical classes are given, two demonstrators are required. We think that the salaries of the College staff should be readjusted on a liberal scale, as it is obvious that if a University College is to hold a position of first rank her Chairs, lectureships, and other offices must be adequately endowed. The present arrangements by which Deans of Residences in the Queen's Colleges receive no salaries cannot be commended; the status of this office should be improved, and suitable remuneration should be attached to the position.

College staff.

(3) The existing buildings of the College require several additions. In the first place the number of ordinary lecture-rooms is inadequate, but perhaps the most urgent need is for increased laboratory accommodation. At present the building devoted to the departments of Chemistry, Physiology, and Pathology is in an unfinished state, and it should be completed. A new building is required for the departments of Biology and Geology. A laboratory for Physics and Engineering is being provided by the generosity of a private benefactor, and the premises which are at present utilised for these subjects might be adapted to the needs of the new Faculty of Commerce. The absence of Halls of Residence in connection with the College is a serious drawback. The present arrangement of licensed boarding houses cannot be regarded as a satisfactory substitute for a residential system whereby students would be afforded the full advantages of collegiate life. We therefore think that provision should be made for Halls of Residence under the immediate supervision and control of the College authorities.

College buildings.

(4) The improvements as regards teaching staff and equipment recommended in the foregoing paragraphs, will do much to provide for the requirements of research and post-graduate work; but we think that the importance of such work entitles it to additional assistance by means of Fellowships and Studentships of such value as would induce distinguished students to pursue post-graduate studies in the College or elsewhere. With regard to the existing undergraduate scholarships and prizes, we have evidence from the President¹ that they are not equal in value to those obtain-

Encouragement of
Research: Exhibi-
tions and
Scholarships.

¹ Evidence of Rev. Dr. Hamilton, *Appendix to Third Report*, p. 7.

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ENDOWMENT OF
THE QUEEN'S
COLLEGES.

able at other seats of learning; and he has urged that the value of the scholarships should be increased so that the College should not be at a disadvantage in this respect as compared with other institutions. We think that this is a matter which should be taken into account when fixing the endowment for the reorganised College.

Requirements of
Queen's Colleges,
Cork and Galway.

In present circumstances, and until the Queen's Colleges at Cork and Galway are in a position more adequately to spread the advantages of education among the population of the South and West, which is mainly Roman Catholic, we feel ourselves unable to recommend any addition to their endowments. But, on the other hand, it should be clearly understood, that these Colleges are insufficiently equipped for the purposes of University education, and that the equipment which barely satisfied the scientific needs of the middle of the last century, is lamentably insufficient at the present day. If it should be found that the changes which we propose in the constitution of the Colleges at Cork and Galway render them acceptable to a large proportion of the population, and that these Colleges exhibit a more active life, we are strongly of opinion that, in the interests of higher education, provision should be made with a view to satisfying the material requirements of these Colleges in the matter of staff and equipment. The present deficiencies in this respect, which are described in detail in the evidence of the President and Professors of the Colleges, are in general similar to those of the Belfast College. We may add that if the College at Cork fulfils the conditions under which an increased endowment would be justified, one of the first departments to receive attention should be the Faculty of Medicine.

[SECTION IX.
HIGHER EDUCATION
OF WOMEN.Admission of
Women to the
Universities.

IX.—THE HIGHER EDUCATION OF WOMEN.

The Royal University of Ireland was the second University in the United Kingdom, the Degrees of which were opened to women. The London University took the lead in 1878. The Scottish Universities lost no time in availing themselves of the powers conferred on them by the Commission appointed under the Universities of Scotland Act of 1889, and the newly created Universities in England make no distinction between men and women students. Although women are not admitted to Degrees in either Cambridge or Oxford, they have shared the benefits of the education afforded by the former University since the year 1881, and by the latter, to a fuller extent, since 1884. At the beginning of the movement in support of the higher education of women, Trinity College rendered valuable assistance by establishing examinations for women, which were useful at that early stage; but it has not kept pace with the subsequent progress of the movement. Its Degrees and class-rooms remain closed to women. It has, however, been stated to us that a scheme for their admission is now under the consideration of the governing body.

The Royal Uni-
versity and the
higher education
of women.

The Statutes of the Royal University declare all degrees, honours, exhibitions, prizes, and scholarships to be open to students of either sex, and the lectures in the Queen's Colleges are open to men and women students, without distinction.

An official return¹ shows the number of women students who presented themselves for examinations in the faculties of Arts, Medicine, Law, and Engineering, for the period 1891-1900, the numbers who passed with honours, and who gained exhibitions. The number who passed for the Degree of B.A., increased from 27 in the year 1891, of whom 10 passed with honours, to 61 in 1900, of whom 21 passed with honours. During the decade 417 women students obtained the Degree of B.A., of whom 99 obtained honours, and of the 29

¹ Appendix to First Report, p. 322.

who passed for the Degree of M.A., 13 obtained honours. During the same period the Degree of M.B. was obtained by 25 students; that of M.D. by 6, and that of LL.B., by 7. Further information will be found in a return going back to the year 1883,¹ from which it appears that the number of women students matriculating had increased from 33 in the year 1883 to 170 in 1900; that the total number who had matriculated amounted to 2,326; and that honours to the number of 1,871 had been obtained by women students.

It is evident from these figures that there is in Ireland a growing demand on the part of women for higher education of a University type. The number obtaining University Degrees would probably have been considerably larger if the older University had not kept her doors closed, and it is not possible to take account of the students who are stated to receive an education in Irish schools, with a view to proceeding to Oxford, Cambridge, or the University of London.

We are strongly of opinion that in any system of education which may be established in Ireland, adequate provision should be made to meet the increased demand which experience leads us to expect. We observe with satisfaction that the representatives of the cause of higher education of women, are in favour of requiring as a condition of obtaining a University Degree, a course of academical training in some collegiate institution. This conclusion has been arrived at in the interests of the higher education, with a full appreciation of the special practical difficulties by which it is beset in the case of women students. By the liberality of our forefathers Colleges have been founded and endowed in all parts of the United Kingdom, in which men students can obtain University education of a kind suited to their needs. But little has been done for women in the same direction, and that only in recent years, without, so far as Ireland is concerned, any assistance from the State. As a consequence the system of constituent Colleges, which is possible in the case of the Queen's Colleges, and of the suggested new College in Dublin, is inapplicable to the existing Colleges for women. This will appear from a consideration of the existing institutions and of the conditions under which they have hitherto worked.

The earliest collegiate institution in Ireland affording to women education of a University type, is Alexandra College, established in Dublin in the year 1886. It was incorporated in 1887 under the Educational Endowments Act. The University students usually number about sixty or seventy. A residence house has been provided for the accommodation of students, and a regular course of instruction is provided in the usual subjects of collegiate training. The College appears to have been designed on the model of Bedford College, London, which is now recognised by the London University, and which is in receipt of an annual grant of public money, to the amount of £1,200. It appears, from the return² printed in the Appendix to our Third Report, that 97 students from this College matriculated during the years 1891-1900, of whom 57 obtained the Degree of B.A., 27 passing with honours.

St. Mary's University College, Dublin, was established in the year 1888 in order to provide collegiate training for Roman Catholic women students after Matriculation in the Royal University.³ It has no endowment, and the University classes are maintained, in great part, out of the surplus income derived from elementary and secondary schools connected with the College. Consequently the College is ill-provided with suitable buildings, class-rooms, laboratories, and libraries. A list of the distinctions in the Royal University, gained by students of this College, handed in by Miss Hayden, will be found in the Appendix to our Third Report.⁴ The list includes 131 Honours and 44 exhibitions, scholarships, studentships, and junior fellowships. The return¹ already referred to shows the number of

SECTION IX.
HIGHER EDUCATION OF WOMEN.

Growing demand for the higher education of women.

Necessity of making provision to meet the demand.

Alexandra College, Dublin.

St. Mary's University College, Dublin.

¹ Appendix to First Report, p. 389.

² Appendix to Third Report, pp. 441-442.

³ Evidence of Miss Hayden, Appendix to Third Report, p. 307, q. 9638.

⁴ Appendix to Third Report, pp. 561-564.

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Loreto College,
Dublin.

students at this College who passed examinations in the Faculty of Arts in the same University, during the years 1894-1900.

Loreto College, in Dublin, was founded in the year 1893, as a University College, available for students who had matriculated in the Royal University.¹ The Loreto Institute conducts thirteen secondary schools, in connection with the Board of Intermediate Education, in which about 1,400 students are educated. Since the establishment of the Loreto College, students are prepared at these schools for Matriculation only; after which they study in the College maintained by the Institute. From tables handed in by Mr. James Macken on the part of the Institute² it appears that 139 students matriculated from the Institute in the years 1891-1901, of whom 104 were students of the Loreto College, obtaining forty-eight Honours and three Exhibitions. The same table shows the numbers proceeding to the first and second Arts examinations, and obtaining Degrees. This College is maintained by the Institute out of its own funds.

Victoria College,
Belfast.

Passing from Dublin to Belfast, we find that Victoria College in that city was established in the year 1859 as a secondary school for girls.³ But it is now, in addition to a school, a University College, with a staff of lecturers in the ordinary courses of University study. The collegiate department dates from the year 1881, when women were admitted to the Matriculation examination of the Royal University. 129 candidates who received their collegiate education at Victoria College have attained the Degree of B.A. at the Royal University, and a list of distinctions gained by students will be found in the Appendix to our Third Report.⁴

Magee College,
Londonderry.

Magee College in Londonderry, and the Victoria High School in that city, provide collegiate training for women students. 120 students have matriculated in the Royal University since its foundation, from the Victoria High School.⁵ After Matriculation the students appear to have taken some of the courses in Magee College, and others in Victoria College. The Irish Society and the Drapers' Company, who own considerable estates in the county of Londonderry, have materially aided the cause of education by providing scholarships tenable by women students, including a scholarship of £100 a year for three years, tenable at Girton College, Cambridge.

The work done by Magee College in connection with University training for women is of special interest. It appears from the return printed in the Appendix to our Second Report,⁶ that this College stands first of the five Colleges officially connected with the Royal University, having had twice as many students in Arts as Queen's College, Belfast; nearly three times as many as Queen's College, Cork; and more than five times as many as Queen's College, Galway; and the proportion of students who have passed, after Matriculation, to the higher examinations is still greater. Many students of this College have obtained honours in the Royal University, and, we are informed, a number have gone to Girton College, and have taken good positions in the various Tripos examinations of Cambridge University.

Work done by
these Colleges.

A comparison of the work done by these various institutions can be made with the aid of the elaborate tables with which we have been furnished. The successes gained at the examinations of the Royal University by students from the various women's Colleges during the years 1891-1900 will be found enumerated in the Appendix to our Third Report,⁴ and in the same Appendix⁷ a return is printed showing the numbers of women students from these Colleges, and also from the Queen's Colleges and Magee College, who graduated in the Royal Univer-

¹ Evidence of Mr. James Macken, *Appendix to Third Report*, p. 317, q. 9265.

² *Appendix to Third Report*, p. 564.

³ Evidence of Mrs. Byers, *Appendix to Third Report*, p. 60, et seq., q. 7409.

⁴ *Appendix to Third Report*, p. 441.

⁵ Evidence of Miss MacKillop, *Appendix to Third Report*, p. 64, q. 7614.

⁶ *Appendix to Second Report*, pp. 330-342.

⁷ *Appendix to Third Report*, p. 443.

sity during the same period, with or without honours. The number is 216 in all, distributed as follows:—95 from Victoria College, Belfast; 84 from Alexandra College, Dublin; 17 (during five years) from St. Mary's University College, Dublin; and 20 (during six years) from Loreto College, Dublin. These figures contrast strongly with the total of 22 from the State-supported Queen's Colleges, of whom 19 were educated at Queen's College, Belfast, 1 in Cork, and 2 in Galway. Magee College, with its small indirect endowment, contributes 17.

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OF WOMEN.

It is evident from these returns that the cause of the higher education of women in Ireland has been mainly promoted by private enterprise and liberality, and owes little in the past to State support. The State has hitherto provided a University, the sole condition of obtaining its Degree being the passing of certain examinations. But if women students are to be deprived of this privilege, a question will arise as to the obligation of the State under the altered condition of affairs. If a course of collegiate training is made a necessary condition of obtaining a Degree, this training can be obtained only in one of two ways, viz.:—(1) separate Colleges for women might be established and endowed, provided with a complete tutorial staff and the necessary educational apparatus, and form parts of the University; (2) students of both sexes might receive their collegiate training together in the Queen's Colleges and in the proposed new College in Dublin, suitable provision being made for their special requirements.

Obligation of
the State.

Alternative
proposals.

In choosing between the alternatives thus suggested we have received much assistance from the witnesses whom we have examined, and from the documentary evidence which they have furnished. Statements are printed in the Appendix to our Third Report,¹ put in on behalf of the Irish Association of Women Graduates and Candidate Graduates, and of the Central Association of Irish Schoolmistresses; both of which appear to be of a thoroughly representative character. We have had oral evidence from representatives of both these institutions, and of the several collegiate establishments to which we have referred. Pains have been taken by the circulation of queries addressed to the women graduates of the Royal University, to ascertain their views. The result has been what may fairly be described as a general consensus of opinion upon the more important questions involved in our inquiry. The case presented to us cannot be stated more clearly or more succinctly than in the following recommendations of the Irish Association of Women Graduates:—

The alternatives
compared.

Views of the
Association of
Women
Graduates.

1. That whatever scheme of University Education be adopted, all degrees, honours, prizes, privileges, and appointments of the University be open to women equally with men.
2. That all lectures in general Colleges, all Laboratories, and all professional Schools, be open to women equally with men.
3. That attendance at recognized lectures be a necessary preliminary to graduation.
4. That the lectures of the Fellows and Professors in the general Colleges only, and not lectures delivered exclusively for women, be recognized.
5. That bursaries to enable students of limited means to take advantage of the teaching and degrees of the University, be established, or maintained where existing.
6. That if attendance at lectures in a recognized College be not made compulsory, the degree given to extern students (i.e., students not attending recognized lectures) be distinct from that awarded to intern students.
7. That if residence be provided for students, some endowment be given to provide Halls of Residence for women, where they may enjoy the full advantages of collegiate life.
8. That Fellowships be awarded as the result of a fixed test, such as examination, or examination combined with original work.*

It is satisfactory to know that the recommendations which we are about to submit, are in general accord with the views of those who are best acquainted with the requirements of Ireland in regard to the higher education of women. We think that women and men students should attend

Recommendations.

¹ Appendix to Third Report, pp. 564-570.
Appendix to Third Report, p. 565.

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lectures and pass examinations in the same Colleges and obtain Degrees on the same conditions. We recommend that all Degrees and other privileges of the University should be open, without distinction of sex. The existing women's Colleges might easily be converted into Residential Halls, in connection with the University of Dublin or with the constituent Colleges in Dublin and Belfast under the reorganised Royal University; and the existing materials in Cork might be developed into a similar institution in connection with the Queen's College. We are of opinion that the provision of adequate buildings and equipments for these Halls, and the establishment of bursaries in connection therewith, are objects to which the State may fittingly contribute.

Effect of recommendations on existing institutions.

If the Degrees of the University of Dublin should be opened to women, the case of Alexandra College would present no special difficulty, as most of the students would probably graduate at that University. Similar provision for the requirements of those women who at present attend the Roman Catholic Colleges in Dublin, would be made by the proposed new College in the Royal University, which should be open to women on the same terms as to men. We have anxiously considered the question whether in the case of Magee College, and in some of the smaller institutions at present attended by women, courses of study might not be recognised as qualifying for Degrees; but much as we regret the discouragement involved to such institutions, we find it impossible to make substantive proposals to this effect without opening the door to endless claims from other quarters. We hope that the sacrifice made in such cases is not too great for maintaining intact the principle which we conceive to be of vital importance for the education of the class interested.

X.—HIGHER TECHNICAL EDUCATION.

SECTION X.
HIGHER TECHNICAL EDUCATION.
Witnesses.

In our inquiry into higher technical education we have had the assistance not only of persons acquainted with the special needs and circumstances of Ireland, but also of several important witnesses qualified to speak as experts regarding the aims and methods of technical education generally. Much valuable information has been laid before us regarding the state of technical education and its relation to manufacturing and other industries in England, Germany, and the United States, in the evidence of Sir Oliver Lodge, Principal of the University of Birmingham, Mr. J. H. Reynolds, Director of the Municipal School of Technology, Manchester, Mr. F. Grant Ogilvie, Director of the Edinburgh Museum of Science and Art, and formerly Principal of the Heriot-Watt College, Mr. Sidney Webb, Chairman of the Technical Education Board of the London County Council, Dr. W. Garnett, Secretary of the same Board, Colonel Plunkett, C.B., Professor Somerville, Professor Wertheimer, and others.

Mr. Horace Plunkett, the Vice-President of the Department of Agriculture and Technical Instruction for Ireland, Mr. Gill, the Secretary, and the Assistant Secretaries, Mr. Campbell and Mr. Blair, have informed us of the work and aims of that Department, and we have also heard the views of a number of the Professors of the Queen's Colleges and the Royal College of Science, Dublin, and of other gentlemen now engaged in Ireland in the work of technical education.

Distinction between "higher" and "lower" technical education.

The terms of reference relate to higher technical education only. A broad distinction may be drawn by regarding as "lower" the technical education which concerns itself with

- (1) teaching the working man his trade;
- (2) teaching him such elements of science in application to his trade as will make him a more intelligent workman;
- (3) providing the preliminary steps of a ladder by which the exceptionally intelligent workman may qualify himself to pass from the position of workman to a position in which he may direct the work of others.

On the other hand, higher technical education deals with—

- (4) the training in applied science of those whose business it will be to act as managers, designers, surveyors, superintending engineers, and skilled employers of labour generally;
- (5) the training of teachers for lower and higher technical schools;
- (6) in its highest branches, the training of industrial scientific experts, competent to develop industries by bringing their scientific knowledge to bear on the improvements of old methods and the invention of new methods.

SECTION X.
HIGHER TECHNICAL EDUCATION.

In regard to Agriculture, a like broad distinction obviously holds between the lower technical education which may stimulate the intelligence of the agricultural labourer or small farmer, and the higher training appropriate to a man who has to direct the farming of land on scientific principles.

The highest, and in some respects the most valuable product of technical education is the technical expert. In Germany, where he is turned out in large numbers, and his value is most widely recognised, he has done much to create new industries. Striking instances are furnished in the comparatively recent rise in that country of the manufacture of steel, of fine chemicals, of optical glass, of scientific instruments, and in the development of German electrical and mechanical engineering. Much the same is true of the United States. The polytechnics of Germany, Switzerland, and Austria, and the technical schools (generally incorporated in Universities) of the United States and Canada, now produce an enormous stream of young men who have received the higher technical education, many to the extent of becoming experts, and many more to the extent of being fitted to act as subordinate industrial leaders. It appears that this stream is rapidly absorbed into industrial life. The technical graduates who come from the American Universities find places at once, and manufacturers are willing to pay them a reasonable stipend from the first in place of exacting a premium for admission to works. In England, which has lagged behind the United States and the Continent in this matter, signs are now apparent of an increased appreciation of the higher technical education. At Cambridge, and in the newer Universities of Victoria, London, and Birmingham, the engineering schools are attended by increasing numbers of pupils, and the able graduates now frequently obtain salaried positions in which they can gain practical experience without having to pay for the privilege. Mr. Reynolds' evidence may be referred to in this connection as showing what the City of Manchester has recently done in the interests of technical education by establishing a school of technology with a very elaborate and expensive equipment.¹

Value of higher technical education.

Elaborate and expensive equipment is in fact a characteristic of all modern technical schools of the higher class, and, within limits, is essential to their success. Much of the teaching is by the laboratory method; the students make experiments, measurements, and tests, involving the use of costly apparatus. And, beyond this, the requirements have to be met of advanced students, as well as of teachers, who are engaged in original research.

Expensive equipment necessary.

The importance of experimental research as a factor in the highest technical education can scarcely be too strongly emphasized. The training of technical students in research gives them, so far as such qualities can be imparted, the aptitude and habit of mind proper to those who have afterwards to attack industrial problems requiring novel applications of scientific method. No direct teaching of applied science in relation to any industry can be comprehensive enough to deal with all the questions which arise, or may arise, in the practical conduct of the industry. But a student who is trained in research will soon learn, when his experience brings him into contact with special problems, to devise means for their attack. It is by training in research, along generally appropriate lines, that the expert capable of advancing industries by the application to them of scientific thought, is most effectively produced.

Importance of Research.

¹ Evidence of Mr. Reynolds, *Appendix to Second Report*, pp. 24, 25, q. 4357, et seq., q. 4375.

SECTION X.
HIGHER TECHNICAL EDUCATION.

To teach research requires that the teachers should themselves have the habit of research, and that the other duties of their teaching should not be so exacting as to leave no room for this duty. These points have an important bearing (1) on the choice of teachers for the highest posts in technical education, and (2) on the amount of assistance they should receive.

Research Scholarships.

As regards the students, serious original research is, in general, only possible on the part of a small number of picked men, who have already completed the ordinary course of study. It is important, in the interests of the highest technical education, to encourage post-graduate work of this kind by means of scholarships which will enable some of the best students to devote themselves to research for one, or, in special cases, for two years, with the view of qualifying themselves either for technical teaching, or, more generally, for positions as technical experts in various industries. Our attention has been directed to the valuable results which have been secured by the institution of post-graduate research scholarships out of the surplus funds of the 1851 Exhibition,¹ and we consider that in any development of Irish technical education liberal provision should be made of scholarships of a somewhat similar kind.

Advantages of laboratory methods of instruction.

Besides this, much may be done at less advanced stages in the technical student's training to accustom him to observe and think for himself, by the adoption of laboratory methods of instruction, in which the student, by handling and using apparatus, is brought into closer contact with facts than is possible in the lecture room. The advantages of this are now so generally appreciated that it is not necessary to dwell upon them. They can be shared by a much larger number of men than the select few who go on to serious research. The work of the laboratory should supplement, not displace, that of the lecture-room. We are of opinion that practical laboratory work should form a large element in the teaching of engineering as well as of chemistry, physics, and other sciences where its uses are obvious.

Relation of higher technical education to the University.

Technical education of a higher type may properly form part of the work of a University, or it may be carried out in a separate institution in the nature of a Polytechnic or School of Applied Science. The latter method is usual in Germany; but in America as well as in England the former course is more common. We should prefer to see this work undertaken by or brought into close relation with the Universities where such a relation is practicable.

Question of Professors undertaking professional work.

In any case, it is essential that the professors responsible for the higher technical education should be in active touch with the industries on which their teaching bears. Subject to reasonable safeguards against neglect of professorial duty, they should not only be permitted but encouraged to undertake professional work as consultants or otherwise. Apart from the consideration that it is only when allowed considerable freedom in this respect that the best men can be expected to take or retain technical professorships, such freedom makes for the advantage of the teaching in several ways. The professor who, to use Mr. Grant Ogilvie's words, is "in effective contact with present-day practice," obtains and holds the confidence both of students and of practical men.² And it is to him that employers naturally turn when they are in want of scientifically trained young men.

Field for higher technical education in Ireland.

It cannot be said that Irish industries offer a very large field for the employment of men who have received higher technical education. Apart from agriculture, brewing, and distilling, the great ship-building, engineering, and textile industries in the North should provide openings for a fair number, and there will be a considerable demand for men qualified to act as teachers in the schools which are being established by the Department of Agriculture and Technical Instruction. But the needs of the country in respect of technical education cannot be fairly measured by reference to the openings which Irish industries at present offer. In one view, indeed, the backwardness of Irish industrial enterprise might rather be urged as a reason for directing the minds of young Irishmen to subjects they are at

¹ Evidence of Professor Letts, *Appendix to Third Report*, p. 11.

² Evidence of Mr. Grant Ogilvie, *Appendix to Second Report*, p. 53, q. 4983.

present apt to neglect. There is no reason to suppose that Ireland does not produce as large a proportion as other countries of clever young men whose natural bent is towards applied science, and who, properly encouraged in that bent, would use their faculties to better purpose in that than in any other pursuit. We consider that such men should receive the education for which they are best fitted. If when they are trained they do not find employment in Ireland they will find it elsewhere, and it may fairly be hoped that some of the men who do this will return, with the experience they have acquired, to promote the development of industries in their own country. Important evidence was given by Dr. Letts¹ as to possible new industries. It may be added that much of the expert work now done in Ireland is not done by Irishmen. We have been informed that when technical experts appear in the Irish Courts they are rarely educated in Ireland.

HARROW X.
HIGHER TECHNICAL
EDUCATION.

The existing provision for higher technical education, within the review of the Commission, consists of (1) a Professorship of Engineering in each of the three Queen's Colleges; (2) such parts of the work of other professorships in the Queen's Colleges (Mathematics, Chemistry, Physics, Biology, &c.), as may be held to have a technical bearing; (3) the Royal College of Science in Dublin; (4) the Agricultural Colleges and other technical schools now in process of organisation under the new Department of Agriculture and Technical Instruction.

Existing provision
for higher technical
education in
Ireland.

We are of opinion that the interests of technical education will be best served by strengthening and modifying existing institutions.

In this matter the religious difficulty does not present itself, at least acutely, and we do not consider that, in the event of a Catholic College being established, it would be necessary or desirable to incur the great cost of developing within it a complete technical side distinct from existing schools. From the evidence of the Most Rev. Dr. O'Dwyer and other witnesses competent to speak on this point, it appears improbable that any barrier would be placed in the way of Catholic students obtaining their technical education in the Royal College of Science, and we understand that about half the students who attend that College are in fact Catholics.

Religious difficulty
not involved.

The Royal College of Science is now under the management of the Department of Agriculture and Technical Instruction. We are informed that it is at present undergoing reorganisation, and that new buildings are to be provided. Particulars of the scheme of reorganisation will be found in Mr. Gill's evidence.² In most of its features the scheme appears to us to deserve approval. We wish, however, to add some recommendations.

Royal College of
Science for
Ireland.

- (1) We consider that the Royal College should be a technical college of University rank. In the event of a University being constituted by a federation of several Colleges, including the Queen's Colleges, the University should recognise attendance on certain classes at the Royal College for purposes of graduation. The Professor of any subject so recognised should by virtue of such recognition become a member of the corresponding Faculty in the University and of the General Board of Studies. University examinations in any recognised subject should be conducted within the Royal College jointly by the Professor and the Extern Examiner, as is proposed for other Colleges.
- (2) The new duties of dignity and importance, which would thus be attached to the office of the Professors, might naturally lead to a reconsideration of the degree of independence which ought to be possessed by them in relation to the Department.
- (3) We are glad to notice that the scheme includes a provision of "leaving" scholarships for selected students who have completed their course in the College. Some of these should be specifically assigned for the purpose of research, to be undertaken either in the College or elsewhere.

Status of the
College.

Professors.

Scholarships.

¹ Evidence of Dr. Letts, *Appendix to Third Report*, p. 13, q. 7431.

Evidence of Mr. Gill, *Appendix to Second Report*, p. 9, q. 4065 *et seq.*

SECTION X.
HIGHER TECHNICAL EDUCATION.

The Queen's
Colleges.

Queen's College,
Belfast.

Co-ordination
between the
College and the
Municipal Technical
Institute.

Requirements of
the science departments
of the
College.

Two Schools of
Applied Science.

Queen's Colleges
at Cork and
Galway.

In each of the Queen's Colleges there is a Professor of Engineering, but in none of them does he have a laboratory. In Queen's College, Belfast, laboratories of physics and engineering are about to be established through the generosity of the Right Hon. W. J. Pirrie. Hitherto the teaching of engineering in these Colleges has been almost wholly restricted to "civil" engineering (as distinct from mechanical, electrical, and other branches), and the number of students has been small. Very few candidates have presented themselves for engineering Degrees in the Royal University.¹

We are of opinion that the technical side of Queen's College, Belfast, might and should be developed into a strong school of applied science, which in co-operation with the Municipal Technical School there should do for Belfast and the North what it is hoped the reorganised Royal College will do for Dublin and the rest of Ireland. Evidence has been given of a strong desire in Belfast that the highest technical education should be obtainable there, and it is felt that this may be done if the Queen's College is strengthened, and if an effective scheme of co-ordination is arranged between it and the Municipal Technical School. We are in sympathy with this view. The President of Queen's College, the Chairman of the Technical Instruction Committee of the County Borough of Belfast, and the Principal of the Municipal Technical Institute, as well as other witnesses, expressed themselves in favour of such co-ordination, and steps are now being taken in this direction by the Belfast Chamber of Commerce and the corporate body of the College. The details of such a scheme should be settled on the spot, and by the authorities concerned in their working. It has been suggested that a Board of Co-ordination be formed to arrange the division of work between the College and the Institute, and to prescribe the conditions to be fulfilled by students seeking technical diplomas. Such a Board should include members of the teaching body of each institution, along with persons nominated by the Corporation, the Chamber of Commerce, and the Crown.

A large part of the higher technical work will fall to be carried out by the College, and for this purpose the technical side of the College must be considerably strengthened. Its engineering department requires expansion, not only by the addition of laboratory work, but by the provision of lectures in Electro-technics, and in mechanical engineering, with special reference to shipbuilding and marine-engine construction. Lecturers in these subjects should be provided as well as a number of demonstrators and instructors in mechanical drawing, and engineering laboratory work. The chemical department requires further laboratory accommodation and assistance in lectures and demonstrations. Either in the College or the Institute instruction should be given in the chemistry of dyeing. The physical department also requires one or more additional demonstrators and laboratory assistants. A lectureship in Architecture might be established with advantage. Scholarships for research should be instituted. To meet these needs it ought not to be necessary, and indeed would be unreasonable, to look only to the Treasury. The citizens of Belfast are not less likely under the altered conditions of their College to take a practical interest in it than the citizens of Manchester, Liverpool, Birmingham, or Leeds take in the Colleges which have sprung up in their towns. Substantial gifts have already been made to the College, and more may be confidently looked for when it is realised that their purpose and effect will be to provide in Belfast facilities for technical education of the highest type, and of the kind most closely related to local industries.

To establish two really strong schools of applied science, one in Dublin and one in Belfast, is probably as much as should for the present be aimed at, and we believe that the interests of the higher technical education will be best served by concentrating effort on these two schools.

At Galway the evidence of Professor Townsend² shows that good work is done in civil engineering, especially in the training of men for posts as chief

¹ See *Returns, Appendix to First Report*, p. 354.

² *Evidence of Professor Townsend, Appendix to Third Report*, pp. 132, 489.

or assistant county surveyors. It is remarkable that the engineering school shows more vitality in Galway than in the other Queen's Colleges. If the College in Galway is maintained, this work deserves encouragement and assistance; but we do not consider that there is occasion to develop there the teaching of other branches of engineering.

At Cork it may in time become possible to develop a school on broader lines, but for the reasons indicated we make no immediate recommendations.

SECTION X.
HIGHER TECHNICAL EDUCATION.

Some interesting evidence with regard to commercial education was submitted to us at our sittings in Dublin and in Belfast. This evidence, besides dealing with the subject of commercial education generally, contains a full account of the movement, recently initiated by the Belfast Chamber of Commerce, for the establishment of a School of Commerce in conjunction with the Queen's College. A project of this kind necessarily raises the question of the extent to which subjects of commercial study may be regarded as within the province of a University College and as appropriate to a curriculum leading to a University Degree. In dealing with this question a distinction must be made between the various types of commercial education, and this may, for the present purpose, best be done by dividing commercial education as a whole into the following three branches:—

HIGHER
COMMERCIAL
EDUCATION.

(1.) That which is concerned with the *means* whereby business is conducted. The colloquial teaching of modern languages, instruction in arithmetical calculations, and, in general, a good training in subjects approximating to commercial studies, are included under this head;

(2.) That which is concerned with *business technique* and office routine;

(3.) That which is concerned with the *essential science of business*. Under this head is comprised a study of economics (in special relation to commerce), and of those subjects which treat of the ultimate principles on which business operations are based.

Of these branches, we are of opinion that the last mentioned alone can be regarded as suitable work for a University, and we consider that a scheme of University study might be arranged on the lines we have suggested. In arranging the details of any scheme for such a course of study, special regard should be had to the requirements of the district in which the College undertaking such work is situated.

XI.—THE CO-ORDINATION OF PRIMARY, SECONDARY, AND TECHNICAL EDUCATION.

SECTION XI.
CO-ORDINATION.

Before a University training can be available in Ireland for all who are capable of profiting by it, the several grades of education must be properly correlated. It should be possible for a child of promise to pass from the ordinary to the more advanced elementary school, and thence to a secondary school of a suitable type, after which he might proceed to some higher institution. Unfortunately Ireland has hitherto known but little of such coherence or continuity. On this point competent witnesses are agreed. The successive levels of training have not been connected with each other by easy steps; they have rather resembled so many terraces, separated by obstacles which (so far as the poorer classes were concerned) only exceptional ability or energy could surmount. The Primary system has been developed without reference to the Intermediate; and as the grants made by the Intermediate Education Board have often gone to pupils who stopped short at the Junior Grade,¹ such aid has done less than might have been hoped towards preparing students for higher forms of education.

THE NEED OF
CO-ORDINATION.

¹ Evidence of Most Rev. Dr. O'Dwyer, *Appendix to First Report*, p. 49, qq. 645-647.

SECTION XI.
Co-ordination.Efforts towards
co-ordination.

Some praiseworthy efforts have, indeed, been made to mitigate this grave defect. The Christian Brothers have been the pioneers. When, in one of their elementary schools, a child of ten or twelve years shows unusual ability, he is sent on to one of their higher schools, where he is prepared for the Intermediate Examinations, and is thus enabled to commence an upward progress. The educational authorities in Ireland are also showing that they have become fully alive to the urgent need for co-ordination. Thus the National Education Board has recently decided to establish, in selected primary schools, a supplementary course of higher primary instruction. It is proposed that clever children of poor parents should be encouraged to take this higher course by means of small bursaries, to replace the wages which they might otherwise have earned. The next step would be to enable children, who had gone through such a higher primary training, to reach a secondary school; and it is hoped that the Intermediate Education Board may find it possible to establish County Scholarships, tenable at a secondary school recognised by the Board.

Scholarships.

The bearing of
professional needs
on co-ordination.

The problem of co-ordination must necessarily be viewed in relation to the professional and industrial requirements of Ireland. Among the avocations which demand technical or scientific education of the higher type may be mentioned Agriculture, Pisciculture, Engineering (Civil and Electrical), the Linen Trade (including the flax industry), and Brewing. Again, there are minor industries or crafts, several of which are little more than inchoate, that exact some artistic training, though they do not, as a rule, require technical education of the highest order. It is evidently most desirable to foster such activities, which, as the Cork Exhibition of 1902 strikingly showed, call forth gifts, sometimes of a fine quality, which are very frequently inborn, though too often latent, in the Celtic people of Ireland.

Secondary schools
must be of various
types.

These are facts which indicate that co-ordination must be combined with elasticity. It may be added that, in a country where the capacity for education is more general than the desire, it is peculiarly needful to render educational facilities attractive by accommodating them to various natural bent. After the higher primary school, which should itself offer some option of alternative subjects, there should be a choice between secondary schools of different types. Some of these must be distinctly "modern" (as opposed to "classical"); and the "modern" curricula, again, should be various, so as to suit the divergent needs of pupils who are to be prepared for the higher technical education, or for some form of industrial or commercial pursuits. The Intermediate Education Board has already taken an important step towards such differentiation, by dividing the subjects of their programme into four principal courses, viz.—(1) the classical, (2) the modern literary, (3) the mathematical, and (4) the experimental. According as a secondary school devotes itself chiefly to one or another of these courses, the curriculum will tend to fix the type; and, by a definite though not rigid or illiberal specialisation, each school will become more efficient in its chosen field.

"Leaving
certificates."

With regard to the relation of secondary schools to the University, it would be a gain if some system of "leaving certificates" could be introduced, by which a student so accredited might become exempt from the initial examinations of the University. Such "leaving certificates" may help to meet a difficulty which has been brought before our notice. Under existing regulations students of Medicine and of applied science are obliged to take a year's course in Arts. It has been urged that the University should dispense with this requirement, which places students of the Royal University at a disadvantage compared with those of other Universities in the United Kingdom. Candidates for these Degrees should, it is maintained, be free after passing a Matriculation examination to devote themselves to their scientific studies during the whole of their University career. We recognise the force of this contention, but can only give a qualified

approval to the change proposed. We would suggest that exemption from a year's course in Arts should be granted only if the standard of the Matriculation is considerably raised, or if the candidates shall have passed that, or a similar, examination on a standard higher than that of the bare Pass. The institution of a well considered system of "leaving certificates" may be of the highest service in carrying out the purpose here referred to. It is also desirable that the academic bodies should in certain cases co-ordinate their work with that of neighbouring institutions which give technical or scientific instruction of the higher kind.

SECTION XI.
CO-ORDINATION.

A circumstance very favourable to co-ordination in Ireland is the harmony of purpose which exists between the Intermediate Education Board and the Department of Agriculture and Technical Instruction. That Department, which administers technical education, and takes part in examining the schools of the Intermediate Education Board, has been wisely mindful of its own relation to the general education of the country in every grade.¹ The Department encourages Local Authorities to offer scholarships leading from secondary schools to higher institutions, and generally seeks to promote continuity of training. It is, however, to be remembered that the system of divided educational control which obtains in Ireland does not in itself afford any guarantee for the permanence of such valuable co-operation.

The Department
of Agriculture
and Technical
Instruction.

XII.—A DEPARTMENT OF IRISH STUDIES.

SECTION XII.
IRISH STUDIES.

We had interesting evidence from some distinguished witnesses as to the position which should be accorded in any new University system to the study of the Irish language. The evidence of two of these witnesses—Dr. Douglas Hyde, who is President of the Gaelic League, and Mr. Edward J. Gwynn, Fellow of Trinity College, Dublin, who is Todd Lecturer in the Royal Irish Academy—deals solely with this subject. We have also had evidence in point from three heads of Colleges, Rev. Dr. Salmon, of Trinity College; Rev. Dr. Delany, of University College; and Sir Rowland Bleddynhassett, of Queen's College, Cork; and among other witnesses who touched on the question should be specially mentioned the Right Hon. O'Connor Don and Dr. Michael F. Cox.

Evidence.

The striking development of interest which has recently taken place in Ireland with regard to the Irish Language and Literature, Irish History, Archaeology, and Art, gives promise that the reconstituted University, which through its constituent Colleges will be brought into close touch with the national life of the country, will be enabled to do much for the advancement of these studies. Various questions have been discussed in the evidence; for instance, the number of Professors that should be assigned to these subjects; whether Irish should be introduced generally into the Colleges, or should merely form a special study, and whether modern Irish should be regarded as ranking in importance with old Irish; but these are matters which, we think, the Colleges may properly determine for themselves. We do not think it necessary to do more than to record our concurrence with the opinion unanimously expressed by the witnesses, that an Irish University should encourage and make adequate provision for a department of Irish studies.

Recommendation.

¹ Evidence of Mr. Gill, *Appendix to First Report*, p. 2, q. 3944.

XIII.—GENERAL CONCLUSIONS AND RECOMMENDATIONS.

The following is a Summary of our principal conclusions and recommendations:—

1. That the present arrangement by which the Degrees of the Royal University are obtainable by examination alone has lowered the ideal of University life and education in Ireland, and should be abolished.
2. That the system by which, in making appointments to the Senate and all the offices of the Royal University, account must be taken of the religious profession of the persons to be appointed with a view to maintain the even balance between the Churches is educationally indefensible.
3. That the system by which an indirect State endowment for certain Colleges is provided by means of Fellowships in the Royal University held by Professors in these Colleges, who act as University Examiners, must be condemned.
4. That the Royal University should be converted into a teaching University.
5. That the present Senate of the Royal University should be superseded by a governing body constituted on an academic basis in the manner explained in Section VI. of this Report.
6. That the reconstituted Royal University should be a Federal University with constituent Colleges.
7. That the constituent Colleges should be Queen's College, Belfast, Queen's College, Cork, Queen's College, Galway, and a new College for Roman Catholics to be established in Dublin, and constituted on the lines suggested in Section VI. of this Report.
8. That the endowment and equipment of the new College in Dublin should be on a scale required by a University College of the first rank, which is intended to draw its students from all parts of Ireland.
9. That the Catholic University School of Medicine should be absorbed into the new College in Dublin.
10. That the present government and constitution of the Queen's Colleges should be remodelled on the lines suggested in Section VI. of this Report.
11. That the Colleges should be accorded a large measure of autonomy, so that each may be enabled to develop freely on its own lines while at the same time conforming to the common standard of culture prescribed by the University.
12. That a liberal increase should be made in the endowment and equipment of Queen's College, Belfast, so as to remove the deficiencies which at present hamper its work and hinder its expansion.
13. That, while we are aware of existing deficiencies in the equipment of the Queen's Colleges at Cork and Galway, we are unable to recommend that any addition should be made to the present endowments of these Colleges, until in altered circumstances they give evidence of increased utility.
14. That the Law Schools in the Queen's Colleges at Cork and Galway should be abolished, and that the School of Medicine in Queen's College, Galway, should be limited to the first two years of the medical curriculum.

15. That the Degrees of the reconstituted University should be open to women on the same terms as to men.

16. That attendance at lectures in one of the four constituent Colleges of the reconstituted University should be required from all candidates—without distinction of sex—who seek the advantages of University training, due exception being made in the case of matriculated students at present engaged in a course of extern study.

17. That Halls of Residence, for men and for women students, should be provided, in connection with the two Colleges, in Dublin and in Belfast.

18. That the duplication of expensive equipment for the teaching of applied science should, as far as possible, be avoided. With this view, courses at the Royal College of Science for Ireland should be recognized as qualifying, in whole or part, for certain Degrees of the University.

19. That provision for higher technical instruction should be made in Belfast, and that the co-operation of the authorities of the Queen's College and of the Municipal Technical Institute for this purpose, is desirable.

We desire, in conclusion, to place on record our high appreciation of the services of our Secretary, Mr. J. D. Daly. His knowledge, judiciousness, and business capacity have been of the greatest value.

All of which we most humbly submit for Your Majesty's most gracious consideration.

ROBERTSON, Chairman.	(L.S.)
(Subject to Note I. appended hereto).	
RIDLEY.	(L.S.)
(Subject to Note II. appended hereto).	
✱ JOHN HEALY, M.D.	(L.S.)
(Subject to Note IV. appended hereto).	
D. H. MADDEN.	(L.S.)
RICHARD C. JEBB.	(L.S.)
S. H. BUTCHER.	(L.S.)
J. A. EWING.	(L.S.)
JOHN RHYS.	(L.S.)
J. LORRAIN SMITH.	(L.S.)
(Subject to Note V. appended hereto).	
W. J. M. STARKIE.	(L.S.)
(Subject to Note VI. appended hereto).	
WILFRID WARD.	(L.S.)
(Subject to Note VII. appended hereto).	

JAMES DERMOT DALY,
Secretary.

DUBLIN. Dated this twenty-eighth day of February, 1903.

NOTES APPENDED TO THE REPORT.

NOTE I.

I entirely agree in the educational views expressed in the Report. I share the opinions of my colleagues as to the defects in the existing higher education in Ireland. I think also that the scheme of a reconstituted Royal University, with a Roman Catholic College as one of its constituent Colleges, is, on paper at least, the best adapted to the complicated situation to which it is applied. But the Report goes on to recommend the adoption of this scheme; and I am unable to concur in this recommendation for two reasons:—

1. The *raison d'être* of any such scheme must be that it will satisfy the Roman Catholics, or rather those who determine Roman Catholic opinion on those matters, for otherwise no one would think of the State endowing a Roman Catholic College or University. But not only are those who speak for the Roman Catholics not agreed that the scheme recommended by my colleagues will be accepted, but the most authoritative opinions are express to the contrary.

2. It is implied in any recommendation that a Roman Catholic College should be established and endowed by the State that we decide, or that we ignore, the grave political problem which stands between the Legislature and that step. For my part, I think that our duty would have been usefully fulfilled, if we had presented, as we have done, a reasoned analysis of the several proposals, stating which of them most completely meets the educational requirements of the country, and had stopped there, for each of those proposals issues not in an educational, but in a political, question, the solution of which I cannot suppose to have been confided, even tentatively, to this Commission. Our Report, which has at least the merit of dispelling some illusions, makes it clear that a College for Roman Catholics, or a University for Roman Catholics, will be and must be a Roman Catholic institution, with limitations of thought corresponding to the requirements of the authoritative exponents of that creed. The question whether such an institution ought to be endowed by Parliament would at any time be important; and it arises after the system of concurrent endowment has been finally extinguished by the disestablishment of the Church of Ireland. But, further; that question must be faced in all its bearings; and it will be for the Government and for Parliament to judge how far the added influence, which would unquestionably accrue to the Roman Catholic prelates, would be exercised to the furtherance of national enlightenment and imperial strength. In so speaking, I must not be taken to express or suggest any opinion of my own upon the question which I state, or to estimate lightly the grave evils caused by the imperfect education which exists. These must inevitably enter the general account to be taken, when those responsible for the welfare of Ireland approach the problem with which we now part.

ROBERTSON. (L.S.)

NOTE II.

I have signed the Report, believing that upon the evidence presented to us, it is the best educational solution of the difficulty which it was open to us to suggest.

I understand, however, that, as a matter of course, our suggestions are subject to general considerations, which, though they have necessarily affected to some extent our Report, must yet have a still wider and more effective influence upon any projected legislation.

I am therefore, to a great extent, in sympathy with our Chairman's separately expressed views. But, further, I desire to emphasize what appears in our Report with regard to the limitation imposed upon us by our terms of reference. I think it possible that had we been instructed to consider the position of Trinity College and the University of Dublin, in connection with the whole question, we might have been able to suggest a more permanent and satisfactory solution.

It would be in the highest degree impolitic to do anything which would prejudicially affect that College and University, as being from its work and traditions a most successful and valuable institution. But the course of our inquiry has led me to think that if, by common consent, some measures could have been devised whereby it could have been made more thoroughly a national University, by the introduction under proper conditions of a Roman Catholic College, such a solution might have been best for Ireland.

I am, of course, unable to form an opinion, owing to the limitation of our reference, and the consequent course of the evidence, as to whether such a solution would be generally acceptable or practicable, but I desire at least to record my judgment that our review of the higher educational requirements and possibilities of Ireland is incomplete without having exhausted that portion, as I believe it to be, of the problem.

RIDLEY. (L.S.).

NOTE III.

The question of higher education for the future priests of Ireland is so important that we desire to add a few words on the subject. We earnestly hope that, in the event of our recommendations being carried into effect, the authorities at Maynooth would do their utmost to enable as many students as possible to reside in Dublin for a time, and to obtain the full benefits of University life, as the future priests of Germany obtain them at Bonn, Munich, Würzburg, and Tübingen. A bond would thus be created between Maynooth and the new Roman Catholic College, and an arrangement might possibly be made, for the benefit of students who were unable to reside in Dublin, whereby the Arts courses at Maynooth itself might, under certain conditions, count towards graduation. We should hope that, as the connection between the two institutions became more intimate, the desire for complete University training would increase, and the difficulties now standing in the way of its fuller realisation would be gradually diminished. A similar arrangement might perhaps be effected between Magee College, Londonderry, and Queen's College, Belfast.

RIDLEY.	(L.S.)
D. H. MADDEN.	(L.S.)
RICHARD C. JEBB.	(L.S.)
J. A. EWING.	(L.S.)
JOHN RHYS.	(L.S.)
WILFRID WARD.	(L.S.)

NOTE IV.

I concur in the foregoing Report as a whole for the sake of the very important conclusions which it embodies, and which I know are the outcome of much anxious thought and ungrudging labour. I am not, however, prepared to commit myself to the definite acceptance of the scheme of a Federal University, as it is outlined in the Report. That scheme appears to me to have some grave defects, which I think ought to be remedied.

I. One of the most serious defects is, I think, that it makes no provision for bringing the large body of Arts students in Maynooth College within the University system. To transfer them all to Dublin is quite impracticable, and, even if it were practicable, many people would think it by no means desirable. But the School of Arts in Maynooth, which has more students in that Faculty than the three Queen's Colleges put together, might well be made a constituent College of the proposed Federal University exactly on the same terms as the other constituent Colleges; and no reason can be assigned for its exclusion except the fact that it is an ecclesiastical College. No endowment is sought for, no favour is asked, except the stimulus of University culture and University competition. To deprive the Catholic priesthood in Ireland of this great advantage would, in my opinion, be a fatal defect in any University scheme designed to meet completely, as our Report purposes to meet "the educational requirements of Ireland, taken as a whole"; and could scarcely be regarded as anything less than a national misfortune. If Maynooth is to be excluded from the Federal scheme, then I should prefer to fall back on the alternative scheme of a Catholic University, which would certainly make Maynooth an associated College.

II. The Report points out that in case of Cork and Galway Colleges it is necessary for their prosperity to remove "the barrier set up by the hostility of the Roman Catholic Church," and so to modify their constitution that they will be made such as to "secure the sympathy and support of the Roman Catholic population." That, beyond doubt, was the intention of the founders, as the Report candidly admits. I think it is doubtful, however, if the suggested modifications will be adequate to secure that most desirable end. In my opinion it will be necessary for that purpose to constitute the governing bodies of all the Colleges on a wider basis so as to bring them into touch not only with the urban populations, where they are situated, but also with the educational life of the entire province. Let the academic work of each of these Colleges be left, as far as possible, to the academic body; but let the governing bodies of the Colleges in Ireland, as in Wales and elsewhere, be of a larger and more representative character, so as to bring the Colleges into touch with the civic and educational activity of the whole province. This is not a difficult thing to do; and I earnestly hope it will be done in the interest of the Colleges themselves. There are some other things that I think need to be modified; but it is unnecessary to advert to them here.

✠ JOHN HEALY, D.D. (L.S.)

NOTE V.

I have signed the Report, because I hold that, in the circumstances, the scheme of a reorganised Royal University with constituent Colleges affords the only means of satisfying the educational needs of the various sections of the community for whom the Queen's University, and, subsequently, the Royal University were founded.

The Report, however, in recommending that the College in Dublin should have representatives of the Roman Catholic Hierarchy, *de jure*, on the governing body, departs from the principle of undenominational government which has hitherto been observed in these Universities, and which is still recommended for the other Colleges of the federation.

This exceptional proposal is put forward to solve the difficulty of founding a University College acceptable to the Roman Catholic Bishops. The Report, while stating that this feature is essential to the solution, nevertheless, admits that there is little evidence to show that the scheme recommended will in this respect attain the object contemplated. In these circumstances, and in view of the conflict of opinion on the question of academic government, it seems to me that a practicable scheme should have been recommended without attempting to meet the difficulty by a partial concession to the principle of denominationalism.

That the Colleges constituted according to the scheme of the Report, would, if left without *ex-officio* denominational government, pass, *de facto*, into the hands of Catholics or Protestants according to the religious faith of the majority of those who frequent them, is clear, and that this is quite consistent with non-interference with the religious beliefs of the minority has been demonstrated by the half century's history of the Queen's Colleges. In the attacks on the Queen's Colleges no single instance has been brought forward where the College authorities failed to act in obedience to the Statutes regarding non-interference with religious belief. So strictly has the principle of non-interference been observed in practice that it is no exaggeration to say that each denomination enjoys complete security from attack in all the Irish University Colleges.

Even if this were not the case, there still remains the security for the religious faith of students in the appointment, under the direction of their respective ecclesiastical superiors, of Deans of Residences whose duty it is to give religious instruction to members of their faith. Still further there is the power of the Visitorial Board to compel observance of the Statutes on the part of the College staff, and in all their declarations on this subject the Roman Catholic Hierarchy have regarded the presence of Bishops on this Board as one of the chief means of securing the "effective episcopal control" which they desire.

That the various sections of Protestants are satisfied with the general system of education in the Queen's Colleges is amply proved by the evidence.

The proposed constitution of the federated Colleges brings them into the closest possible connection with the locality in which they are situated, and the means of removing a defect in the constitution of the Queen's Colleges has thereby been reached.

The solution of the whole problem, in so far as it may take into consideration the varieties of denominational belief, could not, in fairness, involve the giving of rights to one denomination not offered to all, and, on the other hand, the establishment of a denominational College for Catholics is inconsistent with the claim for "perfect equality" with Trinity College, Dublin, and Queen's College, Belfast, made by the Roman Catholic Hierarchy in 1896. (Statement of the Roman Catholic Hierarchy, October, 1896. Appendix to First Report, page 336.) Again, the presence of even one College of an effective denominational type would have far-reaching effects on the other Colleges of the federation, and the University incorporating such a College would thereby compare unfavourably in academic status with Trinity College, Dublin, or with the dissolved Queen's University. The general value of the University's Degrees would be correspondingly lowered, and this result would, in my opinion, add much to the burden already sufficiently felt in the effort to compete with the Universities of England and Scotland in attracting Irish students of the highest intellectual type.

The principles of academic government may be conserved and yet the Colleges, each being in touch with its locality, may be administered without injury to the beliefs of the local denominations. Until this form of constitution has been fairly tried and found to be intolerable, I am unable to agree to a departure from it.

J. LORRAIN SMITH. (L.S.)

NOTE VI.

I have signed the Report, but my signature has been attached subject to the following reservations:—

I am unable to concur with the majority of my colleagues in recommending that practical effect should be given to the scheme of University education proposed in the Report, as it is based on a necessarily incomplete survey of the situation, and as I consider that its adoption would finally close the door upon the only solution which, in my judgment, would permanently satisfy the educational and social conditions peculiar to Ireland. While I admit that, under the terms of the reference as interpreted by the Commission, the Scheme of a reconstituted Royal University is probably the only one practicable in the present circumstances, nevertheless I am not satisfied that in excluding Trinity College from our inquiry it was the intention of the framers of the reference thereby so to limit the scope of the investigation as to exclude the University of Dublin, if it should appear that a solution in connection with it would be consistent with the integrity and independence of Trinity College, and, at the same time, desirable on educational and national grounds.

Hitherto legislation concerning education in Ireland has been productive of little advantage because the question has never been treated as a whole, and there is reason to fear that the present inquiry, for the same reason, will be equally barren of satisfactory result.

The scheme proposed by the Commission is undoubtedly calculated to remedy many evils in a situation which is, indeed, intolerable; but there is abundant evidence that it will not satisfy the aspirations of the Roman Catholic and Presbyterian bodies; and, on the other hand, I anticipate that, if adopted, it will injuriously affect the interests of the University of Dublin, which will no longer have any claim to be regarded, even potentially, as the National University, but will be left in a position of dangerous isolation.

In my opinion, the national welfare imperatively demands that, during their most formative years, Irishmen should associate together, either in a common College; or, if that is impracticable, less intimately in a common University. Of such association in a common College there would seem to be no reasonable prospect, as Trinity College has not become acceptable to the Roman Catholic Hierarchy, in spite of the safeguards to religion and the provision for Catholic instruction which have been offered by the authorities of the College since 1873. But I am loth to believe that the desired result might not, to some extent, be secured in a College within the University of Dublin constituted on as strictly academic lines, even though not, at the outset, so completely free from direct episcopal control as is Trinity College.

Such a consummation, in every true Irish interest, and in the interest of the United Kingdom, is earnestly to be desired; and I cannot bring myself to believe that the result of our Commission should be allowed to postpone it. For, failing the acceptance of Trinity College by Roman Catholics, this solution, and this alone, affords any hope that the youth of Ireland of all denominations will ever mingle in the common life of a National University, while the scheme recommended in the Report, in addition to its want of finality, cannot fail to perpetuate the calamitous estrangement and separation of creeds and classes, which it should be the aim of an enlightened statesmanship to terminate.

W. J. M. STARKIE. (L.S.)

NOTE VII.

While concurring in the recommendations of the Report as the best which are at the moment practicable, under the limitations imposed by our terms of reference, I am unable to agree with the line of argument advanced on pp. 33-34. The distinction made, in these pages and elsewhere, between a solution on undenominational and on denominational lines, seems to me to ignore an important fact to which the evidence before us points—namely, that in the circumstances of Ireland this distinction does not adequately represent the actual state of things, because denominational considerations do in reality enter very largely into the practical administration of undenominational institutions. The composition of the Senate of the Royal University, and the unvarying custom in selecting its Secretaries, Fellows, and Examiners, with a view to the strict preservation of the denominational balance, afford a conspicuous instance of this general phenomenon. In the absence of such artificial methods of preserving the balance, educational institutions which are undenominational *de jure*, tend in Ireland to become largely denominational *de facto*, as in the case of the National Schools, or to remain so, as in the case of Trinity College, Dublin. Thus one principal aim of the undenominational movement of the nineteenth century—to abolish all educational disabilities arising from religious belief—cannot (it would seem) in the present condition of Ireland be attained by undenominational legislation alone, apart from such administration of the law as will meet denominational requirements. Trinity College preserves (it may be argued) the double character (which its history has stamped on it) of a Church of Ireland College, which has accepted the Test Acts, without eradicating those denominational influences which survive in its College Chapel, its Divinity Schools, the composition of its governing body, and its traditions—Protestant politically, and anti-Catholic religiously. Therefore the equality between rival creeds, which is artificially preserved in the present Royal University, can be secured in a form which is natural to the conditions of the country, and self-perpetuating, only by an institution for Catholics combining, as Trinity College does, a large measure of *de facto* denominationalism with *de jure* undenominationalism—by a University College predominantly Catholic which accepts the Test Acts, as the analogue of a College predominantly Protestant which has accepted the Test Acts.

The solution recommended in our Report does not differ very widely from this description; and I cannot accept those passages in the Report which represent it as something radically different from a solution on undenominational lines, in the limited sense in which the undenominational principle realises itself in Ireland; nor can I endorse the phrase "purely Roman Catholic" as applied to a College in which the emoluments, Professorships, and seats on the governing body would be open by law to non-Catholics.

These considerations, although not of paramount importance in reference to the limited proposal actually advocated in the Report—to establish and endow a successor to the College in Stephen's-green, now under Jesuit management,—would assume very great importance if a larger scheme of reform were entertained,—if (for instance) in view of the evidence which has been submitted to us, the Government were to contemplate (as Mr. Gladstone contemplated in 1873) the nationalisation of Dublin University and the erection of a College for Catholics within the University. It cannot be doubted that Parliament in passing such a scheme would insist on strict undenominationalism *de jure* for the Colleges of the National University. It is therefore essential to remember that the argument advanced by Catholics for equality of treatment, logically involves their acceptance of a measure based on the most strictly undenominational lines *de jure*, provided that a sufficient denominational predominance *de facto* were accorded them at the outset. Personally I believe that such a solution could be effected on lines satisfying the best ecclesiastical and lay opinion among Irish Catholics, and that the visitatorial protection of the faith and morals of students (which is emphasised in the Report as necessarily *de jure* denominational) could be so arranged as to meet the Catholic claim—giving the Bishops the position they demand

as official witnesses to the religious creed of the Catholic students—and at the same time to secure the safeguards against religious teaching or proselytising which the other denominations represented in the University might desire. A slight modification of the system now in force in the Queen's Colleges in this connection would, I believe, meet the requirements of the case. It must be remembered that we have had important evidence showing that *practically* the chief objection to the Queen's Colleges,* on the part of representative Catholics, now lies in their *de facto* condition rather than in their paper constitution. The Most Rev. Dr. O'Dwyer's account, quoted in our Report, of the contrast between the Catholic ideal and that of the Queen's Colleges, while stating principles of permanent importance, proved in his cross-examination to have much less bearing on the practical programme in 1903, than in 1845, when *de jure* denominationalism still held its sway at Oxford and at Trinity College, Dublin. In present circumstances a University College strictly denominational *de jure* could hardly hope for success. It would inevitably labour under the disadvantage of supposed academic inferiority. Even if the Bishops were to desire it, and the Legislature to accord it, lay Catholics would, as a matter of fact, be less and less prepared to frequent it.

WILFRID WARD. (L.S.)

NOTE VIII.

While agreeing with my colleagues as to the urgent necessity for an early and adequate settlement of the University Question in Ireland, and while agreeing also as to many of their recommendations, I regret that I am unable to sign the Report. The evidence submitted points to the conclusion that any adequate settlement, within the terms of the reference as interpreted by the Commission, inevitably involves the establishment and endowment of a fully equipped College in Dublin for Roman Catholics. This being so, the proposal of the Right Hon. A. J. Balfour (Appendix to First Report, page 378) seems to me to be more straightforward and more satisfactory than the scheme put forward in the Report. The latter recommends the reconstruction of the Royal University as a "teaching University," or rather as a federation of autonomous Colleges, one of which shall be strictly sectarian, and each of which shall be endowed by the State, and shall have authority to "carry out" its "examinations for Degrees in accordance with the requirements of the University." Such a University, the constituent members of which would, in my opinion, practically become College Universities rather than University Colleges, is without any exact precedent or parallel, and has not been advocated as a whole by any representative witness. A somewhat similar scheme of federation was proposed by the Universities Commission of 1878 for the four Universities of Scotland, but it was abandoned as altogether impracticable and inadvisable (Appendix to First Report, page 177). It would be even more impracticable in Ireland, where the difficulties are unfortunately increased by religious differences. Moreover, the constitution of the proposed Senate is such that the only real University power committed to it—that of sanctioning courses of study and appointing an Extern Examiner in each subject for each College—can provide in practice no genuine guarantee that the standard of education in the several Colleges shall be maintained. The Degrees of such a University

* See the evidence of Dr. Delany, *Appendix to First Report*, pp. 88, 95. His words given on the other page are noteworthy:—"I like very much the paper constitution of the Queen's Colleges."

would not be of uniform value, but would vary according to the reputation of the College in which they had been conferred. The scheme thus labours under the disadvantage that it sets up in reality, though not in name, four new Universities instead of two, as under Mr. Balfour's scheme. But if a new College is to be established in Dublin for Roman Catholics, on the scale described, not as a "local institution," but as one "intended to draw its students from all parts of Ireland," it is difficult to see what justification there can be for maintaining at so great expense the Queen's College at Galway, which has hitherto so largely depended for the supply of its students on the Protestants of Ulster.

The scheme introduces for the first time since the passing of the Irish Church Act the principle of a direct denominational endowment for University education, and it does so not only in the interests of one denomination alone, but in a manner seriously detrimental to the interests of another denomination, whose College, which has admittedly done useful University work, is in effect excluded from all the University privileges which it has hitherto enjoyed as one of "the five approved institutions" under the Royal University. The unfairness of this treatment is emphasised by the fact that in Mr. Gladstone's University proposals of 1873, this College was expressly mentioned side by side with University College, Dublin, as entitled to University recognition (Appendix to First Report, page 107).

So long as Trinity College, Dublin, remains a separate University, any federal scheme must be inadequate, with the result that the agitation for "equality" will be persisted in to the continued detriment of the higher education of the country. Several witnesses from Ulster, who declared themselves most hostile to the principle of denominational endowment by the State, are even more strongly opposed to the endowment of a Roman Catholic College in a federal system than to the endowment of a separate Roman Catholic University.

Though we have been precluded by the terms of reference, as interpreted by the Commission, from considering any scheme dealing with Trinity College or the University of Dublin, some of the most important and most representative witnesses have earnestly pressed on us the view, with which I strongly sympathise, that no solution of the University Question in Ireland can be satisfactory that leaves out of consideration what ought to be the National University of Ireland.

Should Your Majesty's Ministers, however, decide to introduce legislation along the lines of the scheme recommended in the Report, I would most earnestly urge that in fair play Magee College, Londonderry, should receive proper University recognition, and that this object might be readily attained by associating the Arts Faculty of the College with the Arts Faculty of the Queen's College, Belfast, for all the examinations of a University type and by admitting the students of both Colleges to all such examinations on equal terms.

R. H. F. DICKEY. (L.S.)

ROYAL COMMISSION ON UNIVERSITY EDUCATION IN IRELAND.

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NOTE.—The Minutes of Oral Evidence taken by the Commission are contained in the following publications:—

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 " *Third* " (Ct. 1228)—1902, " " Vol. III.

The Documentary as distinct from the Oral Evidence is contained in the above *Appendices* and in the *Appendix to the Final Report*.Subject indexes to the Oral Evidence are printed in the *Volumes* containing that Evidence. A Subject Index to the Documentary Evidence is printed in the *Appendix to the Final Report*.

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CHIEF SECRETARY'S OFFICE,

DUBLIN CASTLE,

2nd March, 1903.

Sir,

I am directed by The Lord Lieutenant to acknowledge the receipt of your letter of this date forwarding the Final Report of the Royal Commission on University Education in Ireland.

I am,

Sir,

Your obedient Servant,

A. P. MacDONNELL.

JAMES DERMOT DALY, Esq.

Secretary to the

Royal Commission on University Education in Ireland.